

SCHC

ELIZABETH, N. J.

A. S. BARNES & CO.

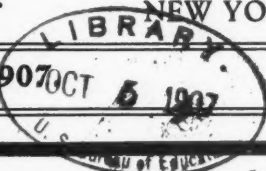
JOURNAL

11-15 EAST 24TH ST.
NEW YORK CITY

THIS NUMBER

Vol. LXXV., No. 12.

OCTOBER 5, 1907



\$2.50 A YEAR
TEN CENTS A COPY

NEW SUPPLEMENTARY READING



BALDWIN'S AMERICAN BOOK OF GOLDEN DEEDS

50 Cents

This is a collection of stories of unselfish heroism and devotion performed by Americans on American soil. Many of the doers of these deeds are children, or men and women in the humbler walks of life; and while several of the stories will be recognized as old favorites rewritten, the most are comparatively new and unfamiliar to young readers. The acts of heroism are various in character, and of different degrees of merit, ranging from the unpremeditated saving of a railroad train to the great philanthropic movements which have blessed and benefited all mankind. Stories of doing and daring have always a fascination for young people, and when to these is added the idea of a noble underlying motive, the lessons taught by them can not fail to be in the highest degree beneficial.

CARPENTER'S HOW THE WORLD IS FED

60 Cents

The book gives children a knowledge of the production and preparation of foods, and shows how civilization and commerce grew from man's need of foods and the exchange of foods between the various nations. The author takes the children on personally conducted tours to the great food centers of the world, to the markets of exchange, to the factories, the farms, the forests, and the seas. Together they go to the wheat fields, the flour mills, the cattle ranches, and the packing houses. They learn to understand the manufacture of dairy products, and visit the fisheries, the orchards and vineyards, and the tea, coffee, rice, and sugar plantations. The volume is as interesting as any story book, and is profusely and attractively illustrated from photographs.

JOHNSON'S STORY OF TWO BOYS

40 Cents

For more than a century the story of Sanford and Merton has been recognized as one of the first among the classics of childhood. It is here retold in a modernized form, free from the unnecessary digressions and tedious moralizings which made the original tale too complicated and slow for modern readers. Mr. Johnson has omitted whatever seemed unnecessary to the narrative, and the result is a charming story which most children will read with unflagging interest and attention. The quaint language of the original is retained; and the lessons of courage, kindness, independence, and right living are so attractively presented that the young reader can not help being unconsciously influenced by them.



SEND FOR CIRCULAR NO. 750, DESCRIBING 202 VOLUMES OF SUPPLEMENTARY READING

AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO

THE SONG PRIMER

By ALYS E. BENTLEY

THE SONG PRIMER

IS

THE BEST BOOK for use in the first and second grades
THE ONLY BOOK with large type that first and second grade children can see

CONTAINS THE BEST SONGS ever written for little children—28 of them new

HELPS IN THE TEACHING OF READING as well as music

CONTAINS 25 NEW POEMS—all of them related to children's experiences



THE TEACHER'S BOOK

CONTAINS

ACCOMPANIMENTS for the Primer songs
18 OTHER ROTE SONGS

HELPFUL SUGGESTIONS for the grade teacher



A prominent supervisor in the state of Michigan writes to us about THE SONG PRIMER as follows:

"In appearance, the book is by far the most attractive of any yet published. This, together with the large type, will win instantly with the children. The songs upon themes close to the varied experiences of child life are excellent; and aside from their value as songs, induce the best tone quality.

The book will command the thoughtful attention of supervisors."



PRICES

THE SONG PRIMER (to schools)	- - -	30 CENTS
THE TEACHER'S BOOK	- - -	\$1.00
Special Prices for Introduction		Correspondence Solicited

A. S. BARNES & COMPANY, NEW YORK

Merrill's English Texts

This series of books will include in complete editions those masterpieces of English literature that are best adapted for the use of schools and colleges. In connection with each text a critical and historical introduction, including a sketch of the life of the author and his relation to the thought of his time, critical opinions, a portrait of the author, and ample explanatory notes will be given. The following are now ready:

Goldsmith—The Deserted Village and Other Poems - - -	25 Cents
Coleridge—The Rime of the Ancient Mariner and Other Poems	25 "
Emerson—Essays - - -	40 "
Hawthorne—The House of the Seven Gables - - -	40 "

Charles E. Merrill Co.

Successors to Maynard Merrill & Co.

44-60 East Twenty-third Street, New York
120 Boylston Street, Boston 203-206 Michigan Avenue, Chicago

ISAAC PITMAN SHORTHAND

HOLDS THE WORLD'S RECORD

"There is always room at the top," is the old and true adage. But in the ladder that leads to attainment the perspective is reversed and the rungs become farther apart as the top is reached. The **poorly equipped** will reach no higher than the level of their attainments, and so is it with shorthand writers and shorthand systems. **The writer who chooses a poor system is far from the winner when the race is over.**

The adjoining diagram represents the highest *net* speeds attained by the different systems in the **First International Speed Contest** held at Baltimore, April 16, 1906; the **Second International Contest** held at Boston, March 30, 1907, and the **Open Championship** held at London, Eng., July 9, 1907.

Send for "International Contests," "Some Points," and a copy of "Pitman's Journal." A postal will bring them.

ISAAC PITMAN & SONS, 31 Union Square, New York

Publishers of

"Course in Isaac Pitman Shorthand," : : \$1.50
"Practical Course in Touch Typewriting," .75

Adopted by the New York and Brooklyn High Schools

Gregg (Light-line)	64
Benn Pitman	116
Graham	158
ISAAC PITMAN	197

THREE VALUABLE BOOKS

Art of Class Management

By Asst. Supt. J. S. Taylor Ph.D. of the N. Y. City Schools. A most practical book, originally prepared for use of the author's teachers. Cloth, 12mo. \$1.00

Education Through Nature

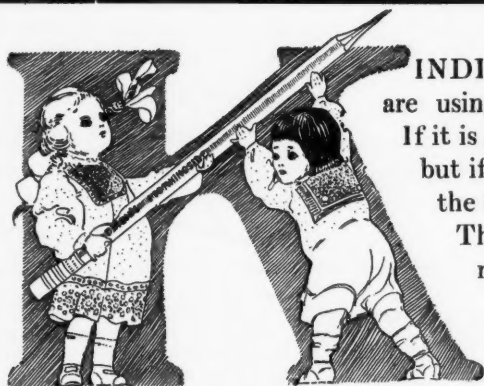
By Prof. J. B. Munson, Ph. D. State Normal School, Ellensburg, Wash. The latest book on Nature Study for the working teacher. Cloth, 12mo. \$1.25.

Practical and Artistic Basketry

By Laura Tullins Tinsley, former Principal in the Minneapolis Public Schools. The first book published on basketry, designed expressly for teachers and schools. Cloth, 12mo. \$1.00.

A. S. BARNES & CO., Publishers, ::

:: 11-15 East 24th Street, New York




INDLY LOOK AT THE PENCIL you are using and see if it is marked "DIXON'S." If it is so marked please accept our congratulations, but if it is not so marked won't you tell us what the trouble is, and why you prefer it to ours? There must be some good reason or you would not do so. Perhaps there has been a misunderstanding and you have not been acquainted with just the right grade and quality of DIXON'S PENCILS for the particular work in the schools under your

charge. If you will let us know what pencil you have been using we will send a sample package that will please you. You will be agreeably surprised to learn that the Dixon Company make so many kinds of pencils, and of such superior quality.

JOSEPH DIXON CRUCIBLE CO. ::

JERSEY CITY
NEW JERSEY



A
MACHINE
BUILT
UPON
PRINCIPLES
MORE
LASTING
THAN
ARMOR
PLATE

UNDERWOOD TYPEWRITER CO.
NEW YORK OR ANYWHERE

VISIBLE
UNDERWOOD
STANDARD
TYPEWRITER

SPEED
RECORD
CHICAGO MAR. '06
NEW YORK NOV. '06
CHICAGO MAR. '07
BOSTON MAR. '07

REVOLU-
TIONIZER
OF
TYPEWRITER
CONSTRUCTION

FACTORY
UP-TO-DATE
ORGANIZATION
COMPLETE
PRODUCT
PERFECT
MONITOR
SYSTEM
TAILORED
PATENTS
PRACTICAL
BUILDER

DON'T FORGET when in want of first class School, Opera, Assembly, or Church Seating to write The Haney School Furniture Co., manufacturers of all kinds of School Furniture. Long experience in the business gives us advantages that others do not possess.

We shall be pleased to give you estimates or draw floor plans for seating. All we ask is a trial order. We know it will lead to future business.

HANEY SCHOOL FURNITURE CO., Grand Rapids, Mich.



The New and Enlarged : : **BRADLEY CATALOGUE**

KINDERGARTEN GOODS, SCHOOL SUPPLIES
WATER COLORS and DRAWING MATERIALS

is now ready. It is a guide and reference book, indispensable to progressive teachers. Sent free on request. Write for a copy to-day, addressing our nearest office. :: :: ::

MILTON BRADLEY COMPANY :: :: Springfield, Mass.
BOSTON NEW YORK PHILADELPHIA ATLANTA SAN FRANCISCO

Pears'

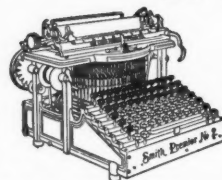
The public's choice since 1789.

"Your cheeks are peaches," he cried.

"No, they are Pears'," she replied.

Pears' Soap brings the color of health to the skin.

It is the finest toilet soap in all the world.



Subtract the time required to move a lever from the time required to take off a typewriter ribbon and put on another, and you have the saving offered by

The New Tri-Chrome
Smith Premier
Typewriter

It writes purple, red, or non-fading black according to the nature of the work to be done. Every student who is learning typewriting should appreciate the value of this new model.

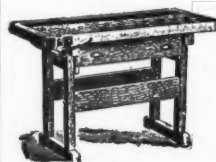
The Smith Premier
Typewriter Company

Home Office and Factory
Syracuse, N. Y., U. S. A.

THE STUDY-GUIDE SERIES

Send for the new Price List and Announcement. New numbers ready. **The Study of Four Idylls of the King** (College entrance requirement.)

Address: H. A. DAVIDSON, The Study-Guide Series
CAMBRIDGE, MASS.



MANUAL TRAINING

Benches, Lathes, Vises, Tools. Write for new catalogue and prices. E. H. Sheldon & Co. 275 Madison St. Chicago.

THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. LXXV.

For the Week Ending October 5, 1907

No. 12

OSSIAN LANG, Editor.

Greenwood the Beloved.

Superintendent Greenwood's annual addresses to his teachers are among the best that we have in America educationally. THE SCHOOL JOURNAL considers itself fortunate in having been for several years the means of spreading these heart-to-heart talks abroad for the profit and pleasure of many. The peculiar power of Mr. Greenwood's words lies in the fact that here is a noble life with a cheerful outlook into the future, and one that is deepened by introspection, keen observation, and a fine appreciation of real practicality, wholly and entirely consecrated to the education of the youth of America. He was literally called from the plough into the service that had been his boyish ambition from his earliest recollection. He has been tried in almost every kind of school duty. Thirty-three years ago he began his great work in Kansas City, Mo. He has been re-elected without opposition year after year, and his salary increased from \$2,000 in 1874 to \$4,500 at the present time. He has never discussed either re-election or salary with any member of the Board, and in fact is usually away from the city at the time of the annual Board meeting in July, when these matters are decided upon. Once when the city was in pretty hard straits financially, Mr. Greenwood asked the Board to reduce his salary ten per cent., that he might be able "to look the teachers squarely in the face," as he put it.

It is lives such as these that keep up one's faith in humanity. They are the inspiration of the teachers the country over. Mr. Greenwood speaks his mind freely and can afford to strike straight from the shoulder because everybody believes implicitly in the honesty of his motives. He can do without scheming and can live his own life because he is sincere. He is universally beloved because he deserves to be.

"Independent of the Flail."

The New York *Evening Post* presents a strong argument against the return to the use of the rod in school. It might well be made the basis of discussion in teachers' meetings:

The demand for the authorized use of the rod in the public schools is as regularly recurring an event as the analogous movement for the establishment of the whipping-post as a mode of punishment for wife-beaters. The advocates of the simple and thoro method in both instances are generally provided with an imposing array of figures, facts, and arguments against which the humble humanitarian can only cite his innate conviction, or prejudice, if you will, that the infliction of physical pain as a punishment is wrong. The

prejudice, however, has such good authority behind it in the form of some thousands of years of human climbing upward from war and brutality to peace and reason, that it will, in all probability, succeed in holding its own against all neo-Squeersianic philosophies. The discussion on the subject we have so far seen deals with the problematic effect of whipping on the school-boy, without considering what the introduction of the rod would mean for the teacher. It is, of course, the young instructor who encounters difficulty in enforcing discipline, and who would supply the great bulk of the raw material for the legalized threshing plant in the principal's room upstairs. Yet if the young teacher is to be allowed to deal with his daily problems on the basis of an ultimate resort to force, how will he ever be enabled to develop into a pedagog independent of the flail? Is it not worth while, in other words, to spare the rod, to spoil a few boys, and to make the instructor's work harder for his first few years in order that we may in the end get a real teacher?

The ultimate point of the argument is that a really efficient teacher can do without the rod. As long as there are people engaged in teaching who prefer to live by the light of their own individual candles of experience, there will be clamorings for resort to brute force in the management of the young at school. These people are a law unto themselves, who are quite as likely to scorn the conclusions of other educators as to pit their personal opinions against the presentation of established facts. The thoughtful readers of professional periodicals are of a different type.

Public Opinion Concerning Education.

There has been a remarkable advance recently in the tone of editorial articles upon educational topics, in the daily papers. THE SCHOOL JOURNAL's department of "Public Opinion" has probably impressed the readers with this fact. Of course, where technical matters are involved we cannot expect expert statements, but in discussions of the newer purposes of the schools and of administrative questions the point of view is strikingly sane and to the point, as a rule. There are some professedly educational papers which take a narrower view of these things than most of our best newspapers. It is fortunate that public opinion is busying itself as much as it is with educational questions. The schools of a community can be no worse than public opinion will permit them to be. Public opinion, more than the teachers, makes the schools what they are. Educational leaders are beginning to recognize this fact, and consider the forming of public opinion on matters educational one of their principal duties.

The Kindergarten Evil.

The kindergarten starts the children off with the false idea that education is play, and this mischievous notion has found its way into other schools of the higher grade, with the result that we are rapidly coming to an age when many seem to think that life was meant for play, while livelihoods are to be gained by pillage and plunder. But what is to be gained by it?

The above is an extract from a sermon preached by a presumably intelligent pastor before an enlightened audience in the year of grace, 1907.

The Purpose of Education.

In an address recently delivered by Sir Oliver Lodge to English students, that distinguished scientist said: "The object of education is not to improve your food, or your clothes, or your material surroundings, tho these things are very apt to be 'added unto you' as a secondary result of increased culture; but its real object is to develop your heart and brain and soul, so that you may become able to appreciate the great discoveries that are being made now in science, the splendid work of the past in literature and art, to sympathize with human struggle and effort as revealed in history, to perceive with a seeing eye the beauty and order of Nature, to take a worthy part in the life around you, and to participate in the highest aspirations of man."

Conservatism or Stagnation.

The esthetic ear of the *Philadelphia Public Ledger* is offended, because "We get out of the schools constantly boys and girls of sixteen years of age who say 'he has not come,' 'these kind of things,' 'where at,' 'a long ways off,' and use in their daily speech and writing hundreds of like barbarisms."

The editors of this "Annals of a Quiet Neighborhood" immediately jump to the conclusion that "the establishment of nurseries and the free distribution of biscuits and soup," coupled with "the cry for carpentry, agriculture, sewing, nurses, breakfasts, and toothwash," is responsible for these lapses in English. Their peculiar brand of logic is rather difficult to follow. Is the point which they are endeavoring to prove that children *sons* breakfast and toothwash are more responsive to grammatical instruction? Are "carpentry, agriculture, sewing, etc.," evils in themselves, or simply because they take from the "three R's" time which was formerly devoted exclusively to their pursuit?

Upon whichever ground the *Ledger* bases its complaint, it reflects the opinion of a considerable portion of the public of Philadelphia, and makes plain one of the great forces against which Dr. Brumbaugh has to contend in his efforts to drag the schools of the city from the slough into which they had sunk. Conservatism should not spell stagnation.

School Savings Banks.

The statistics of the deposits made by school children, as compiled by Mr. J. Thiry, of Long Island City, furnish some very significant facts. Careful computation shows that more than \$15,000,000 has been saved by public school pupils in little more than twenty years, or since 1885, when the system was imported from Europe.

New York naturally leads all the States in the number of school houses using the system and in the total amount of deposits for the twenty or more years. This total reaches the startling amount of over three and one-third millions. Pennsylvania comes second in these items, but has the largest amount on deposit at the present, there being now due to depositors \$273,443.

New Schools for Chinese.

Consul W. T. Gracey forwards from Tsingtau the following information concerning the Chinese educational question:

Tschang-ying-tang, the highest Chinese official in Tibet, has started a school for Chinese and Tibetan boys at Lhasa, where they are to be educated for official positions in Tibet.

The Chinese minister of education has sent a report to the throne, which has been adopted and an edict published as a result in the Peking papers to the effect that Liang-ching-kuai, a high official, is to go to America and attend to the opening of Chinese schools there. It is pointed out that the Chinese are not wanted in the American schools and the utility of Chinese schools is therefore apparent. Youths taught in these institutions acquire love for China, as shown in the successful schools established along the same lines in Java. Details as to methods of instruction, method of obtaining teachers, and control to be exercised over pupils have not yet been decided upon.

Salaries of Canadian Teachers.

Consul H. A. Conant, of Windsor, reports that the average annual salary for male teachers in Canada is \$486, while the female teachers receive \$245. The highest salaries are paid in British Columbia, the males receiving \$677 and the females \$553. The lowest salaries are paid to the male teachers in the province of Prince Edward Island, they receive \$246, while in the province of Quebec the female teachers receive the least pay, \$138.

The average yearly earnings of all classes of occupations in the Dominion, the consul reports, is \$387 for males and \$182 for females.

A number of high school principals already report the opening of the struggle to eliminate fraternities. The beginning of the year is the best time to take a firm stand against these undemocratic parasites of our free school system. The June graduation has removed a number of the most active members, and before a new set of leaders has arisen is the time for decided action. Football and other outdoor sports will absorb much of the pupils' interest during the autumn, but when winter comes the fraternities will offer one of the few outlets for pent-up energies and will then be difficult to combat.

Make the first move; don't wait till they get firmly rooted.

Pres. Thompson, of the Ohio State University, has issued formal notice to the students that there are to be no more cane rushes at the University.

Educational Meetings.

October 16, 17—Council Superintendents of New York State, Albany.

October 17-19—University Convocation of State of New York, Albany.

October 17-19—Vermont State Teachers' Association, Burlington.

October 17-19—Northwestern Iowa Teachers' Association, Cedar Rapids.

October 17-19—Rhode Island Institute of Instruction, Providence.

October 18—Connecticut State Teachers' Association, Hartford and New Haven.

October 18, 19—Eastern Illinois Teachers' Association, Charleston.

October 18, 19—New Hampshire State Teachers' Association, Concord.

October 24-26—Maine State Teachers' Association, Bangor.

November 7-9—Wisconsin State Teachers' Association, Milwaukee.

November 8—Superintendents Association of New England, Boston.

December 26-28—Montana State Teachers' Association, Missoula.

December 31—January 3, 1908—Colorado State Teachers' Association.

Boston's Newest Type of Supervision.

By FREDERICK W. COBURN.

Medical supervision, involving oversight of the physical condition of both pupils and teachers, has gone into operation in Boston. The School Board decided last May to adopt a system of nurses, subject to the jurisdiction of a "director of physical training and athletics." On September 5 Dr. Thomas F. Harrington was elected to this directorship.

Adoption for the first time—unless I am mistaken—in an American school system of a completely co-ordinated scheme of attending to the physical welfare of all whom the municipality undertakes to educate is involved in Dr. Harrington's work. If, as claimed to be shown in the recent report on the health of children of school age in New York City, one-third of all school children in this county are properly to be classed as abnormal or defective, then there is obviously much more to do, by way of standardizing the rising generation, than we had formerly suspected. Boston has certainly made a good start by making a well-trained and enthusiastic physician responsible not only for preventing diseases, but for watching over and seeking to improve the physical condition of everyone of its hundred thousand common-school pupils.

The choice of Dr. Harrington undoubtedly surprised many of the school people in Boston; tho, as the man who originally insisted upon the superiority of a plan of supervision over that of inspection, he had a clear claim to be considered. He had but recently moved to Boston from Lowell, and he was quite unknown to the politicians, some of whom may have learned with astonishment that the place was to be filled by a man who had no pull except a record of long interest in school hygiene, recognized professional standing, and undoubted executive ability.

These qualifications seemed to make Dr. Harrington an almost inevitable choice—if, as proved to be the case, he was willing to undertake the work. Some of his investigations into the relation of school curricula to children's health have already been published in THE SCHOOL JOURNAL. As a practising physician in Lowell Dr. Harrington, not many years after his graduation in 1888 from the Harvard Medical School, inaugurated two customs which have since been adopted elsewhere with beneficent results. One of these was the use of a boat in which to remove sick babies from the city during hot weather—the genesis of the floating hospital idea. Another was the practice of flooding the streets in the tenement districts on very warm days—a simple measure which, it has been discovered, greatly reduces infant and adult mortality during the trying season.

Dr. Harrington's most formidable literary achievement is a history of the Harvard Medical School, in several volumes, a work, the thoroughness of which President Eliot has commended. His papers on "Medical Supervision vs. Medical Inspection," presented to the Boston Medical Library Association last February, compelled general attention. The scope of supervision, as he understands it, is summed up in the following paragraphs:

"Biology, physiology, and psychology have each established data upon which each child can advance. Sensation, memory, imagination, judgment, comparison, curiosity, and reason each has its fixed period of activity and repose, each has its outward manifestations in the growing child. Fatigue has its signs in the physical actions of the child long before it produces mental fatigue and exhaustion.

If we hope to develop a generation physically and mentally able to combat the problems of the future it is absolutely necessary that all these questions be solved rationally. The solving of these questions has received nothing from the system of medical inspection in vogue in America. It requires the co-operation of physician and pedagog under a different relationship than that prevailing in the present method. The position of the physician in the school should be one of supervision and control of all those questions having to do with the physical welfare of the school child. He should be counsel and advisor to teachers and school authorities in adjusting the many questions of mental and physical correlation in school curricula. He must be a part of the school system to which the State and the home entrust the mental development of the child without fear of physical injury resulting therefrom.

"Any plan proposed for the medical supervision of school children must have at least three essentials; it must be simple, practical, economic. To be simple, its aim and purpose must be readily



DR. THOMAS F. HARRINGTON,

Who was elected to the newly created position of director of physical training and athletics in Boston on September 5.

comprehensible to the lowest intelligence in the community; it must create an interest among children and parents, and in the homes, so that there shall be greater confidence and a unity of action between the school and the home; it should stimulate parents and guardians to a fuller realization of their obligations, the benefits of better ways of living, the effects of such measures on length of life, its happiness and its cost. The plan should demonstrate that the general effects of school life are healthy if not counteracted by outside agencies; in a word, any scheme proposed should aim to make the school the continuation of the home, the home the strength of the school, one the supplement of the other. The plan must be practical in so far as it meets the varying conditions of each child, his environment, temperament, and mental development. Practical in the sense that it not only teaches that the highest quantity and quality of mental progress is dependent upon the physical state of each child, but it must show the simple methods by which this physical state may be

maintained. It should strive to encourage and assist each individual to attain *his* highest development, mentally and physically, rather than pointing out variations from some ideal type which is contrary often to all laws of biology. Its end must be to remove the causes tending to lessen the average mental fulness and physical up-building of the whole population, rather than to center solely upon developing individuals with better made ears, throats, noses, or bodily contour."

Pursuant to this general conception of medical inspection, the schools of Boston open this year with a nurse for each district in the twenty-two most congested sections of the city, all subject to the orders of a head nurse. These young women passed examinations last June in the principles and

processes of nursing, hygiene, general medicine, dietetics, cooking, physiology, arithmetic, and English. Their duties will consist, in part, in seeing that the children are clean, that desks are of the proper size, and that the lighting and ventilation are adequate. They will watch over the physical welfare of the teaching force as well as of the children. They will visit homes, directing mothers as regards cleanliness and the care of their children, and, where there has been illness, examining convalescents before permitting them to return to school. Performing these and many more duties, they will doubtless prove their value, in Boston, as in New York and other cities. Over and above them, and constantly directing their work will be the medical supervisor.

Experiences of a Substitute Teacher.

By LEONHARD FELIX FULD, M.A., LL.M.

A considerable portion of the young substitute's time is spent in visiting school principals with a view to becoming acquainted, and thus increasing the probability of his being called upon to take the place of an absent teacher. These visits should preferably be made at the school rather than at the principals' residence, both because the substitute can learn much incidentally by his visit to the school, and because it is an apparent discourtesy to trouble a professional man with business calls at his residence. The substitute teacher must furthermore consider the principal as the model of a perfect teacher, and it is unfortunate, on this account, that some of the principals are not more careful of their demeanor when meeting substitute teachers.

From the point of view of the substitute teacher principals may be divided into four classes,—the sincere, the insincere, the courteous, and the discourteous,—and these classes are not mutually exclusive but are merely determined by the predominating characteristic of the principal who belongs to each. When I speak of the sincere principal, I refer to the principal who thoroly efficient himself is conscious of the importance of his work as an administrative officer and as a teacher. He endeavors in every way to assist the young and inexperienced teacher, and if it were possible for the substitute teacher to choose his employer as the employee in private life chooses his employer the choice of such a sincere principal would greatly add to the probability of his success in his chosen profession. The courteous principal is the man who, tho he takes little interest in the welfare of the substitute, is a gentleman by birth and treats all with whom he comes into contact with courtesy. Regarding the principals whom I have classed as discourteous and insincere, it being hardly proper for an apprentice to criticize the masters in his profession, I can only say that they form an anti-thesis to those principals whom I have classed as courteous and sincere, respectively. It should be borne in mind in this connection, however, that a substitute's visit may often be an inconvenience to a busy principal.

It was while visiting a principal of this latter class that I secured my second day's experience as a substitute teacher. I had visited this gentleman on several previous occasions and had always been met with the stereotyped reply that there was no vacancy, altho I learned that some of my friends were receiving temporary appointments from time to time. On this particular morning I greeted the principal pleasantly, and was expecting the usual answer, "Very sorry, Mr. Fuld, but there's no teacher absent to-day," when the principal, with a

smile half cynical and half malicious, said: "The gymnasium teacher is away to-day, and you can take charge of the third and fourth year high school girls." And then apologetically, "If you are really anxious to get a class."

I confess I was considerably surprised at the assignment, but recognizing that a reluctance or a refusal on my part to take the class would give the principal an excuse for never employing me in his school, I decided to do the best I could. With a curt "The elevator man will direct you to the gymnasium," the principal dismissed me from his office. I remembered the diplomatic manner in which the principal of the school in which I had taught the first day, introduced me to my class, and was considering as I went up in the elevator how I might best introduce myself to the class to-day. When I entered the gymnasium there were about one hundred girls passing the basket-ball and playing around the gymnasium. My reception was not distinctly pleasant, and the shouts of "Get out" and "Skidoo," tho hardly courteous, could not be considered offensive when it is remembered that I was an uninvited, unintroduced, and doubtless an unwelcome guest. I retreated to the hall, and there met one of the regular class teachers with whom I was acquainted, and whose attention was attracted by the unusual noise. She was kind enough to return with me to the gymnasium, call the class sharply to order, and introduce me as "a substitute who was going to take the class for the day." She then left the room to attend to her own class.

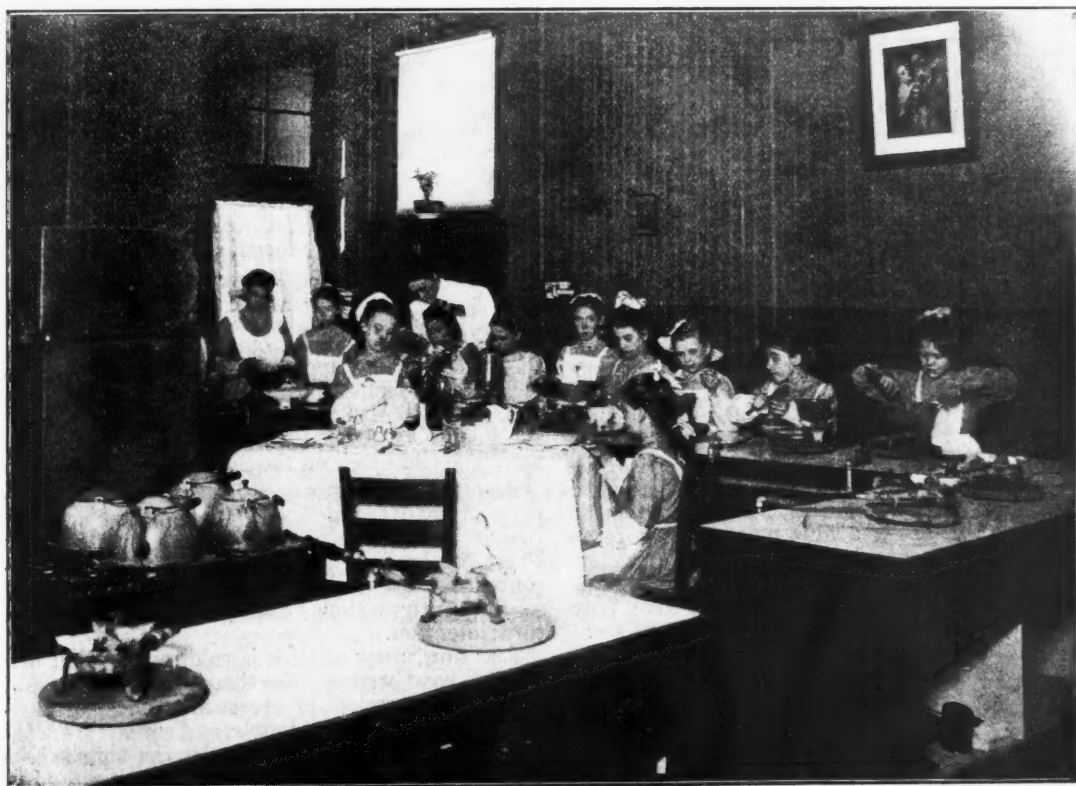
I decided to follow as nearly as possible the order of exercises which had been taught us in our gymnasium classes at the university. I had the class fall in in single file, and opened class with a short run around the gymnasium. Next I gave the class calisthenics consisting principally of simple arm and leg extensions, with particular emphasis on such exercises as tend to benefit postural defects. During this calisthenic work the order of the class was fairly good. I gave no orders, but had the girls follow me, and this absorbed their attention so completely that they had no time for disorder. At the conclusion of the calisthenic work, which occupied about one-half of the gymnasium period, I decided to take up apparatus work. I marched the class to the horizontal ladder, selecting this piece of apparatus because more students can work simultaneously at it than at any other piece of apparatus. I began with the easiest exercises in a suspended position and gradually advanced to exercises of moderate difficulty. The apparatus work, however, could hardly have been called a

success. The order of the class was poor. Apparatus work is, to a large extent, individual work, and an inexperienced teacher always finds difficulty in maintaining proper discipline while the class is engaged in individual work. The girls fell from the apparatus quite frequently, and altho I suspect that some of these falls were caused by mischief, others undoubtedly must have been due to my own inexperience.

After I had dismissed the class at the end of the first hour, I reflected over the events of the period during the five-minute interval between the first and second hours. My first hour's work had been conducted without any definite prearranged plan, and altho I believed it was done as well as could reasonably be expected after such a sudden assignment to duty I was not satisfied with it. For the second hour I mapped out a definite plan in my mind. Ordering the class to fall in, I gave them a short run around the gymnasium, and then light calisthenics. Instead of leading the class myself in the calisthenic drill, I selected a leader while the class was running. By having the class follow its own leader I was enabled to go around to correct faulty execution of commands and incidentally to maintain discipline. This plan worked even better than I had hoped, and the work of the class was very good. In place of the heavy apparatus work which had been so decidedly unsuccessful during the first hour, I decided to try military marching. With the class in double rank, company formation, I taught the correct position, the dress, the three facings and "fours right," and then in columns of fours I taught the marching, the corners, and the military salute. The novelty of the work strongly appealed to the class, and altho there was a little disorder at the beginning of the marching, the true military spirit of unquestioning obedience soon prevailed. During the third hour of the morning I omitted the calisthenics and devoted the entire hour to the military marching.

I hardly know whether this account of my second day's experience as a substitute teacher will be of value to other substitute teachers. My assignment was a strange one, to say the least. Any assignment of a general substitute to take the place of a teacher of a special branch is unusual, and the assignment of a man to take the place of a woman teacher of gymnastics is peculiarly so. I cannot, with propriety, discuss the expediency of assigning an inexperienced teacher to conduct a gymnasium class, or the propriety of assigning a man to teach gymnastics to a class of high school girls, as these are questions of administrative policy, which do not concern the subordinate. But if we regard the substitute as an apprentice learning his trade under the guidance of the principal, my second day's experience had small educational value for me. The principal did not give me the benefit of any model lesson or of any exhibition of tact on his part, nor even of any friendly criticism. I could hardly ask him for criticism since he had not visited the gymnasium during the morning, and my request to be permitted to observe the teaching of the experienced teachers in the afternoon was refused by him as "contrary to the rules of the school." The only benefit which I derived from the day's work was the benefit which any individual derives from being confronted with and solving a problem of unusual difficulty. And inasmuch as this problem was not intimately connected with my prospective work as a teacher, it was scarcely of sufficient value to society to compensate for the actual danger in which the pupils were placed by having assigned to them an inexperienced substitute teacher.

The Department of Agriculture is introducing a Caucasian "stingless" honey bee. It has a sting like any other bee, but practically never uses it. It is said to have a "sweet and affable disposition." It appears to be an instance in nature of the "armed peace."



TRAINING IN HOUSEHOLD ARTS IN A PUBLIC INDUSTRIAL SCHOOL AT ST. LOUIS, MO.

Some Possibilities of the Fifteen-Minute Opening Period.

By JOHN L. SHROY, Supervising Principal of the Longfellow School, Philadelphia, Pa.

The Vision Fair.

A few days ago I was watching the bricklayers run up a wall on our new school building. The corners were raised and plumbed; the rest of the wall was laid to a line. A surveyor's transit was aimed at it from time to time to make sure that the height of one part corresponded exactly to that of the other parts. When the wall was finished, it had the appearance of work well done. It was a tangible thing that could be measured and leveled and squared, and the workman could say, "This is the result of my labor; see how accurately it serves the purpose for which it is intended." Having been a mechanic myself, I know the feeling of satisfaction that comes over one as he views his completed work.

And then, with a feeling that touched upon the borderland of sadness, I thought of my present work and the different and unsatisfactory results that one gets from the very best efforts he puts forth. The intangible is always the difficult thing to deal with. The culture of the mind may be measured, it is true, and its sum of information may be ascertained, but still only in part. Character is always an indeterminate factor. Judas, to the eyes of the world, was as good as John; but a time came when he went "to his own place."

Thus far introduction. As supervising principal I have tried to make a study of how best to give my older pupils the things that will help in character-building. The older I grow, the more faith I have in the old adage that a good thought will push a bad thought from the mind. It is a natural law that has a spiritual significance. Weeds grow in the greatest luxuriance on the fertile, cultivated field, in the lines where the drill was choked. Where the wheat is luxuriant there are few weeds. Anything that, learned now, will tend to enrich the seeing or the reading of the pupil in the future, will be an aid in the right direction.

Of course, work of this kind is done in all of our class-rooms—in many instances splendidly done—but, as a pupil, I was so impressed with the work that a principal once did, that I have been egotistical enough to believe that some work I may do will have a similar effect upon my pupils.

When the pupils are assembled by hundreds, the class spirit loses itself in the school spirit, and the school spirit, which has in it loyalty and love, is the spirit that will live in the hearts of the children when the names of the principal and teachers are forgotten.

And so, during most of the years of my supervisory work, I have taken charge of the opening exercise period. With the help and suggestions of teachers and pupils, I have selected the hymns, Bible readings, songs, stories and poems that were used. In this way, while not planning all definitely from the beginning, I, nevertheless, had definite ends in view and used during the course of a term all of the available material that came our way. Current events was one of the undetermined quantities over which fore-planning was useless. They were carefully sifted, so that only those that were really valuable as present information for future historical reference were used.

Now as to the material. The hymns used were mainly those that are familiar to almost every household, together with a number of the newer popular hymns of the Moody and Sankey order that appealed to us as being helpful and uplifting. The Bible readings have varied widely—stories,

proverbs, psalms, prophecies, gospels, epistles, revelation,—all were used, so that the pupils might become familiar with Bible references in their reading as well as get the knowledge of the Scriptures, as is intended by the State's suggestion upon the subject. When necessary expurgations have been made. We have always made much of the twenty-third psalm, and all have committed it to memory. We expect to add the first psalm and the thirteenth chapter of 1 Corinthians this term. In the latter we shall use the revised version, believing that the word "Love" as therein used will give a higher and healthier meaning than that commonly held by the youthful mind.

In choosing songs we made selections from the classics down thru all the intermediate steps to the music of the street—examining the words with care, always, to see that they were morally right, or making them serve as a subject of a talk if they were morally or grammatically wrong. Here are some we have used: Calvary, The Bridge, Stars of the Summer Night, The Holy City, Anchored, Larboard Watch, Skippers of St. Ives, Soldier's Dream, Voices of the Woods to the tune of Rubenstein's Melody in F, Woodman Spare that Tree, Cast Thy Burden on the Lord (Elijah), Lights Far Out at Sea, Last Night, The Red and Blue, Good-bye to Summer, The Dearest Spot, There is Music in the Air, Levee Song, Peanut Song, In the Shade of the Old Apple Tree, Golden Rod, by Mabel McKinley (school edition), The Good Old U. S. A., My Own United States, By the Dreamy Susquehanna, The Good Old Summertime (words changed), Blue Bell, The Old Oaken Bucket, The Watch on the Rhine, "Pennsylvania" dedicated to Hon. Henry Houck, A Vernal Song, Home, Sweet Home, Juanita, Nancy Lee, National Airs, songs suitable for Easter, Memorial Day, Thanksgiving, Christmas, Washington's, Lincoln's, and Longfellow's birthdays, and other special occasions, etc.

Among the stories that have been used are these: Moni, the Goatherd; Rudi; Old Pipes, in Stockton's Fanciful Tales; The Brazen Head; King John and the Archbishop; Lobo and Rag (Thompson-Seton, Rikki-tikki-tavi; Jack the Giant Killer; Aladdin; parts of Pilgrim's Progress; Persephone; King Robert of Sicily (Longfellow); Tam O'Shanter (expurgated); Bird's Christmas Carol; Gabriel Grubb (Dickens); Anderson's Fairy Tales; John Gilpin's Ride; Pied Piper of Hamelin; Rime of the Ancient Mariner; Little Black Sambo; Uncle Remus, His Songs and His Sayings; William Tell; Arnold Von Winkelried; etc. In connection with the readings we have committed to memory and recited gems from Goldsmith, Burns, Cowper, Gray, etc., and all of Longfellow's Rainy Day, Village Blacksmith, Excelsior, Children's Hour, Psalm of Life, The Old Clock on the Stairs, and The Bridge.

Among the stories to be read this term are some from Howard Pyle's "The Story of King Arthur and His Knights of the Round Table." These, we hope, will have a tendency to give some conception of chivalry, in which young America is so frequently lacking, more thru ignorance than thru intention.

And now, after all this is said, and I read over what I have written, the thought comes, what, if someone interested in these things should come and give a test to these pupils, and say: "We shall see if he is doing the things that he thinks he is doing." I wonder the same thing myself. But, as I look back over my own life I remember that

Ceres was only a name, until one spring morning, when the warm sunshine was inviting the little green children of Mother Earth to come out and play, a teacher of mine read the story of Perseus—one to the class; Troy, Ulysses, and the Argonauts were only names until I heard the story of beautiful Helen; Nero as an Emperor had not as much content for me as Nero, a dog, that I once knew, until I heard of his fiddle playing as the Eternal City burned; but since then, as I meet in my reading some reference to Ceres, or Troy, or Ulysses, or Nero, or a hundred and one other facts and legends that I have heard or read long ago, a flood of rich sunlight falls upon the printed page that no examination or test, or level, or square, or tape-measure could in any way find concealed within me or around me. For such things there is no more means of adequate expression than for the feeling of sublimity and awe in an Alpine sunrise.

Having been a boy, I know the power of concealment that a boy exercises over his feelings. He will tell white lies and black ones too, when he thinks that an admission (among his fellows) of love for the beautiful or the good will make him the butt of their winks and smiles; but the good is many times present when least suspected and the beautiful is loved even when a sneer of disgust (for the sake of disguise) shows in his face.

Knowing this, I believe that the work is worth while; and if, some day, I shall discover that one pupil has been lifted to a higher, richer, nobler plane of living thru the influence of the opening exercises, I shall consider the time, worry, energy, and faith well spent; for I shall then know that a seed has fallen into good ground and that it will spring up and live, a hundredfold, in the lives of others.

A Scotch School of Yesterday.

A strong and sturdy race are the Scotch. It may be that the law of the survival of the fittest has had something to do with this. Scotch parents have seldom been of the pampering variety, and the lad that won to manhood could usually hold his own in the world.

The Scotch boarding-schools of the last century were even freer than the homes from the taint of luxury. George Quarrie, in the *Newark News*, gives a description of a lad's reception at such an institution:

I soon found myself taxed by my brothers for a thousand home details, and then, while I was in the midst of making the many boy boarders' acquaintance, Mrs. Ross called me out of the room. She told me, to my astonishment, and great apprehension, that Dr. Ross, tho very ill, wanted to see me. She tapped at a door, opened it, and told me to walk in, which I did alone, she closing the door behind me, and going away.

It is difficult to describe the mingled feelings of bashfulness and even dismay of a country boy situated as I now found myself. The candle on a side table enabled me to see a closely-curtained bed in one corner of the room, a washstand, and the other usual furnishings of a bedroom. Standing disconsolately near the door, after looking all around, I could see no one. Presently, however, there was a movement in the bed, and a head with a white, tasseled nightcap was poked out from between the curtains, the eyes peering around the room until resting on me, their owner said:

"Ah! my new pupil; eh, heh! um, hum! ooch, hooch! You'll excuse my extraordinary weakness, my boy; ech, heh! ach, hach! just a wee moment."

Thus remarking, under cover of the bed-curtains, my new preceptor drew on a pair of slippers, which he pulled from under the bed. He then came forth in his long, white night-robe, night-cap and slippers, looking to my astonished gaze a very tall figure. My first impression of his face was that it somewhat resembled a steel-engraving that we had at home of Sir Walter Scott.

"My boy," said he, "come near to me and do not fear, but learn to love and trust me." Then, raising his long arm, and bringing the hand slowly down to my head, he gazed at me a moment.

"Let us pray," he said. And for at least twenty minutes he invoked all possible blessings of divine Providence in my behalf. Then, removing his hand at last from my head, he exhorted me to look upon and confide in him as my father, and in Mrs. Ross as my mother, and at all times, whatsoever my needs, to ask him for it as I would my parent, and

to do the same by Mrs. Ross as my— But here he was interrupted. Mrs. Ross briskly opened the door, saying:

"John, John! that will surely do! Let the pair wane go to his bed; for I'm sure he's tired after—"

"Heelen!" said the doctor, sternly, "you are somewhat disrespectful, not to say irreverent. But go, my son, for the time," and again placing his hand on my head, he added: "May God be with you and keep you always."

Mrs. Ross then showed me out of the room, and oh! how glad I was to get safely away to the boys and to bed.

When our breakfast bell rang next morning, the whole house was comfortably redolent of ham or bacon and eggs. As we had arrived too late for the six o'clock tea the evening before (which Mrs. Ross included among her other smiling regrets), I had not been offered anything to eat. Therefore the fragrance of ham and eggs was exceedingly grateful. It is comforting as the welcome harbinger of toothsome things to follow and be partaken of, but it becomes simply coals of fire when the material thing itself goes elsewhere. Alas! only the ethereal flavor was for us. That was the explanation of more pantomime, namely, the boys pinching their noses as they passed thru the fragrant atmosphere to our breakfast-room.

We were sixteen altogether. On the long table were arranged on a spotless tablecloth sixteen small plates of thin oatmeal porridge; at each plate there was a small bowl half filled with exceedingly thin, blue-looking skim milk. Alongside each plate lay a little equilateral triangle of scone, or home-made soda cake. The weather was raw, and the room as cold as a barn. The porridge was really gruel, less than half a cupful in each plate, and stone-cold. The milk was not milk, but water, just colored with milk, and colder than the gruel. The whole together was not enough for a baby boy of five years old. I ate it, and was hungrier after than before partaking of it. I found the only variation of this was that every third day a miserable little "farl" of oatcake was substituted for the scone.

No one presided at our breakfast table. But it was a rigidly enforced law that grace be said before this as before every other meal. It was the Ross grace, and each boy had to say it in turn. And I can vouch that even over such fare as we had for breakfast it was never missed while I was there, but very frequently disputes arose between the pupils as to whose turn it was to say it.

The Teaching of Elementary Agriculture in the Schools.

By A. C. TRUE, Director of the Office of Experiment Stations of the U. S. Department of Agriculture.

[Report for 1906.]

Formulation of Courses.

One of the objections often made to the introduction of agriculture into our schools is that the teachers do not know what should be taught under this head. This may have been a valid excuse in the past, but to-day is no longer so. While there is still much difference of opinion as to details, the general scheme of instruction has been pretty well worked out. For example, the Office of Experiment Stations has published an outline plan of a course in nature study and elementary agriculture for rural schools. This was prepared by a committee of the Association of American Agricultural Colleges and Experiment Stations, and therefore represents broadly the views of educators in different parts of the country on this subject. In this publication,* which may be obtained on application to the Department of Agriculture, it is suggested that during the first six years of the child's attendance at school he should be led to make observations of the plants and animals on the farm and in the fields and woods, together with simple studies of soils, weather conditions, and other natural objects and phenomena. A more formal study of climate, soils, fertilizers, farm crops, fruits, domestic animals, dairying, farm buildings, and machinery, marketing, and farm accounts is outlined for the seventh and eighth school years. The committee has followed this with a series of simple exercises and demonstrations on some of the elementary principles of agriculture. These have recently been published as a circular of the Office of Experiment Stations.

In Missouri a course in agriculture for the public schools was prepared several years ago by the State superintendent of schools. This has since been superseded by a more nearly complete presentation of this subject in a bulletin prepared by the State superintendent and published by the State Board of Agriculture. This bulletin advocates presenting the subject of agriculture "(1) by experiments at home and in the field, (2) by studying facts as given in texts and bulletins, and (3) by school gardens connected with school grounds." Numerous experiments and observations are suggested throughout the bulletin.

In Illinois a somewhat detailed course has been prepared by the dean of the College of Agriculture. This course is arranged by months, and gives suggestions for a large number of experiments and observations bearing on all the divisions of agriculture. Considerable reading along agricultural lines is suggested, as well as drawing, composition, and other work intended to correlate agriculture with other school work. This Illinois course has not only been used in that state, but has also been adopted by several other states and published in the reports of their State superintendents of education.

In Minnesota a bulletin prepared by Prof. W. M. Hays, then professor of agriculture of the College of Agriculture and now Assistant Secretary of Agriculture, has been widely used in the schools of that and other states. This bulletin contains a large number of practical and illustrative exercises for use in connection with elementary instruction in agriculture.

In Wisconsin the State superintendent of public

instruction, in 1906, prepared an outline for instruction in the elements of agriculture for the use of teachers in common schools. In this outline it is recommended that agriculture be taught in the last half of the eighth year, and that nature study be given in all grades thru general exercises and in connection with language exercises, geography, reading, and history. The outline is divided into three parts, (1) agriculture, including the soil, water and the soil, tilling the soil, soil enrichment, the plant, the leguminous plants, plant enemies, rotation of crops, selection of seed, the farm garden, weeds, and home and school gardens; (2) farm animals, including care and feeding, type forms, and farm economics, and (3) farm poultry.

Outlines of courses, sample lessons, and other helps for teachers have also been published by the State departments of education in Georgia, Indiana, Maine, Michigan, Missouri, Nebraska, North Carolina, New Hampshire, New York, and probably in other States.

The New York State department of education has published a syllabus of a course in agriculture for high schools, and this will be followed by a detailed series of lessons and laboratory and field exercises.

Preparation of Text-Books and Manuals.

The demand for text-books, manuals, and reference books on agriculture adapted to school use is steadily growing. The agricultural experts connected with our agricultural colleges and experiment stations are thus encouraged to prepare such books, and publishers are now active in seeking for books of this character. The number of bulletins useful to teachers and students which are issued by the United States Department of Agriculture and the State experiment stations has greatly increased in recent years, and the demand for these from educational institutions is now large. Among elementary text-books which are already used more or less extensively in schools are Burkett, Stevens and Hill's *Agriculture for Beginners*; Goff and Mayne's *First Principles of Agriculture*; Bailey's *Principles of Agriculture*; Goodrich's *First Book of Farming*; Brooks's *Agriculture*; Jackson and Daugherty's *Agriculture thru the Laboratory and School Garden*; Shepperd and McDowell's *Elements of Agriculture* (prepared especially for North Dakota schools), and Hatch and Haselwood's *Elementary Agriculture with Practical Arithmetic*. The last mentioned is an interesting attempt to correlate instruction in agriculture with that in arithmetic by connecting with the several lessons in agriculture a number of practical arithmetical problems directly relating to the farm. For the high-school library and the teachers' use we have such advanced manuals as Hunt's *Cereals in America*, Smith's *Profitable Stock Feeding*, Henry's *Feeds and Feeding*; Jordan's *Feeding of Animals*; King's *Soil, Irrigation and Drainage, and Physics of Agriculture*; Decker's *Dairying*; Snyder's *Chemistry of Plant and Animal Life*; Mead's *Irrigation Institutions*; Taylor's *Agricultural Economics*, and others. For general reference books we have the new *International Encyclopedia*; Bailey's *Encyclopedia of Horticulture*; Wilcox and Smith's *Encyclopedia for Farmers*; Bailey's *Garden Craft and Rural Science Series*; the *Yearbooks of the United States Department of Agriculture*, and others of similar character. The bulletins and books which the

*Office of Experiment Stations Circular 60, Teaching of Agriculture in the Rural Common Schools.

schools can easily secure contain many descriptions and illustrations of simple and inexpensive apparatus and other facilities which may be purchased or made by the teacher. There is no excuse for keeping agriculture out of the schools to-day because of a lack of suitable books or other aids to such instruction. Suggestions for the adaptation of country school-houses to this new work are now being made. At Cornell University a model school-house is being erected, which, in addition to the usual recitation room, will have a large laboratory for nature study and elementary agriculture.

Provisions for Training Teachers.

Realizing that a vital point in the effective teaching of agriculture in our public schools is the training of teachers in this subject, the friends of this movement are now making active efforts to establish agricultural courses for teachers in our colleges and normal schools. The agricultural colleges in a number of States have given instruction to considerable numbers of teachers at summer schools. They are now beginning to establish regular normal courses, provision for such work having recently been made that the colleges in Illinois, Mississippi, Massachusetts, Michigan, Missouri, and New York. The colleges in Ohio, Iowa, Illinois, New York, Mississippi, and Rhode Island also have so-called extension departments which are seeking to come into close touch with teachers as well as with country boys and girls, and thus promote the wider diffusion of agricultural education. These colleges are also using their influence to turn students in their regular courses to the career of teaching. The agricultural high schools, whether attached to the agricultural colleges or independent of them, are also training teachers. Some of the normal schools in Alabama, Georgia, Idaho, Illinois, Iowa, California, Louisiana, Maine, Massachusetts, Michigan, Missouri, Montana, Nebraska, North Dakota, Oklahoma, Texas, Vermont, Virginia, Washington, West Virginia, and Wisconsin are giving regular instruction in nature study and elementary agriculture.

Technical Education in Prussia.

Consul-General Richard Guenther, of Frankfort, reports that the official journal of the Administration for Commerce and Trades publishes the following statistics concerning the technical public schools in Prussia:

During the winter half year 1906-7 there were nineteen technical schools in Prussia giving public instruction in the manufacture of machinery and kindred lines, which were attended by 3,252 students. The twenty-three technical schools for the building trades had an attendance of 5,287 scholars; those teaching artistic trades and hand rafts had 4,118, and the thirteen textile trade schools 1,783 scholars. In addition there were 1,408 public trade-finishing schools having 236,110 scholars, whose attendance was compulsory, and eighty-five similar schools where 20,390 voluntary scholars received instruction. Of the public commercial finishing schools 276 gave instruction to 31,194 male and female scholars, whose attendance was compulsory, and in fifty-eight similar schools 7,737 voluntary scholars of both sexes took instruction. Some of the schools are conducted and supported entirely by the Government; others are carried on at the expense of cities, municipal, and district communities, and receive an annual subvention from the Government.

There are day and night and Sunday classes, so as to afford opportunity for instruction to those who can not attend during daytime or in week days. Besides, there exist 409 technical schools, with 23,728 scholars, which are controlled and supported by industrial or commercial corporations or associations; also forty-two technical schools, with 4,841 scholars, which are annexed to and supported by great manufacturing firms. For female scholars exclusively

there were 108 public technical schools, having a total attendance of 8,100.

It is a popular axiom in Prussia that her military achievements in 1866 were the result of her superior public school system. With equal force it may be said that the great results gained by Prussia and Germany in manufacturing and export trade, in shipbuilding and ocean transportation, are in a large measure owing to the extensive and excellent system of technical and commercial education prevailing in the German Empire.

Alcoholism and Insanity.

FRENCH INVESTIGATIONS OF THE RELATION BETWEEN THE TWO.

Consul-General Frank H. Mason, of Paris, advises that the French *Journal Officiel* contains the results of a careful and systematic investigation which has been made during the past year by Mr. Mirman, director of the department of public assistance and hygiene, to determine the exact relation in France of alcoholic excess to mental alienation, a summary of which follows:

The report divides the patients in the various public asylums for the insane into three groups, namely, those affected by simple alcoholism; secondly, cases of alcoholism complicated to a greater or less degree with degeneracy or mental debility; and, thirdly, all cases of mania, intermittent insanity, systemic delirium, etc., in which the abuse of alcoholic drinks has been a definite contributing cause.

The first of these groups includes 2,287 men and 721 women, a total of 3,008. The second group comprises 2,237 men and 1,048 women, a total of 3,285. The third group includes 2,538 men and 1,101 women, a total of 3,639. The grand total is 9,932. As the whole number of patients in French asylums for the insane from all causes on January 1, 1907, was 71,547, it follows that the cases of insanity due more or less exclusively to alcoholism formed 13.6 per cent. of the entire army of victims of mental alienation who have become burdens upon the benevolence of the State.

Another interesting fact revealed by the investigation is the important rôle which has been played in the drama of degradation by absinthe, which has been fitly called the curse of the youth of France. Of the 9,932 cases of alcoholic alienation, 4,882, or approximately half of the whole number, owe their degradation to absinthe and the two or three other so-called "aperitifs" which in this country form the customary tittle at cafés and drinking bars. The serious element in these statistics is that they reveal an increase during the ten years from 1897 to 1907 of fifty-seven per cent. in the number of insane in thirty-six Departments of France. The national league against the abuse of alcohol is now organized and actively pursuing a crusade against intemperance and the sale of absinthe and other noxious liquors.

Marine Hospital Service.

The Public Health and Marine Hospital Service is one of the oldest of the Government's institutions. It is fighting ceaselessly against diseases from beyond the seas that menace the American. It deals also with the everyday maladies that attack hundreds of thousands of seamen in the merchant marine, the Lighthouse Service, the Revenue Cutter Service, and all the United States services whose men go to sea, except those of the regular army and navy.

For the performance of its great task the Public Health and Marine Hospital Service has a navy of twenty-one vessels, with a fleet of small auxiliaries. Nine of these vessels were specially built for the service.

Public Opinion Concerning Education

As Reflected in the Newspapers.

New System of Promotion.

[Lawrence (Mass.) Telegram.]

The system of promotion in vogue now these many years in the public schools has been the subject of criticism more or less severe. No thoughtful observer but has been impressed by its serious drawbacks.

The criticism hasn't come alone from outsiders, from parents, but it has been voiced in its most severe form by many school teachers, by leading educators, and by those having directing control of educational institutions. But such criticism in the past has been sporadic and scattering. As a result, nothing has been accomplished in the way of improvement.

Now, however, there appears on the scholastic horizon a movement that promises to effect an immense improvement if not a complete revolution.

According to a report of a committee of the Brooklyn Teachers' Association, educators thruout the State favor a system of promotion by subjects instead of grades in the secondary schools. They also believe that a liberal education course should be devised to take fifteen years in its completion instead of ten years as at present.

If the National Educational Association adopts this report, and a determined attempt will be made to have it done at the next meeting, then a change nothing short of revolutionary will soon be in force in our national educational system.

Teachers' Protective Unions.

[New York Post.]

The most important result of the tremendous campaign fought last year for the teachers' salary bill is apparently to be a stringent set of rules against unexcused absence of members of the teaching force. The special committee of the Board of Education reported last night that the inequalities of the salary schedule which the White bill would have corrected by means of wholesale and mandatory salary increases, "could have been rectified without great trouble." The lobbying of teachers and women principals at Albany, however, "was fraught with large possibilities of evil to the system." In the future, the committee believes, "absence without justifiable cause should be immediately followed by charges of neglect of duty or insubordination," and "it is recommended that a large portion of the pay of absentees be deducted." There was never any question that the women teachers of this city had ground for dissatisfaction with the existing salary schedules, wholly aside from their demand for equal pay with men. But the outside public, we imagine, was almost as much surprised to learn of the singularly elastic rules governing absences of teachers. In the effort to eliminate favoritism and make the right to "days off" altogether impersonal, a plan was developed under which some of the leaders of the teachers spent the equivalent of a month or more away from their posts "in a cause destined to uplift the moral standards of the school system, and hence of the community, the State, the nation, and the world."

Thruout, the committee's report aims to be severe, but it is apparent that the peculiar difficulties connected with enforcing a strict disciplinary scheme on any class of public servants are fully recognized. The question whether persons in receipt of salaries from the State or municipality shall

be allowed to combine for the purpose of advancing the welfare of their class, as they conceive it, is one of more than local interest. To forbid the organization of teachers' protective or mutual aid societies is obviously impossible. On the other hand, where shall the line be drawn between methods aiming at the "general promotion of the organization's welfare," as the phrase goes, and active pressure exercised thru political channels? In France the problem presented itself with particular sharpness a few months ago when the teachers' unions were determined to affiliate themselves with the revolutionary General Confederation of Labor, a sort of central labor bureau, and to enter upon a strike for higher salaries. Firm intervention by the Government served to prevent a crisis, at least for a time. But what a centralized French Government will venture to do can scarcely be done by a Legislature made up of district politicians exquisitely sensitive to the voting power exercised by a great city's corps of teachers.

Good English and "Grammar."

[Lewiston (Me.) Sun.]

The Lewiston Sun calls grammar a "fetich" and advises taking it out of the schools. Them's the idea. It are a great bother to make persons, numbers, moods, and tenses agree.—Portland Press.

It are—for them that's learned to tie them up ungenteelly. But the child who hears only good language will use good language by imitation. He doesn't need to be told about moods, tenses, person, number. No more than he needs to be told the chemical composition of the food he eats. Or the names of the muscles he uses in speaking, or in walking.

Correct language is little more than one part of good manners. It goes with clean collar and fingernails, with white teeth, brushed hair and coat, polished shoes. All have their importance; none of them needs be taught in text-book lessons.

English grammar-book grammar is a sort of made-over Latin grammar. And Latin grammar was fixed up for the Romans on the model of the Greek grammar. And the Greek grammar was worked out by the grammarians of Alexandria, in Egypt, long after the master producers of Greek literature were dead. The grammars hadn't been made when Homer sang. Demosthenes spoke the most eloquent of the world's patriotic orations before the grammars were made. It was before the time of the grammars that Plato wrote his incomparable conversations of Socrates. The dramas of Aeschylus, Sophocles, Euripides, Aristophanes, won the applause of the Athenians some hundreds of years before the grammarians began to make grammars. It is not necessary to say that the study of grammar is useless. It has its place among advanced studies at the universities. But as part of a practical education, such as is intended to be given in the grammar school grades, grammar is as unfit as Greek.

Grammar looks to words and their classification. But it's the thought that is essential. Learning to read is learning to get the thought of the printed page; learning to write is learning to put one's own thought into language that will be understood. But the difficulty in being understood is not merely a difficulty in getting the words together; it is in the thought. The thought is not clear to the thinker himself. Our teachers will be better as

they help us to think. Not help us with grammar books and rhetoric books and books of logic; but help with practice—practice in seeing with our own eyes and forming our own judgments. Practice. That's the way we learn to talk at the start; and that's the way we learn to talk better. It's the way we learn to write, and to write better. Practice. The one way for the boy to become correct and pleasing in his language is to practice, in the company of those whose language is already correct and pleasing. Informal conversation with a lovable teacher, a lady, is a better help to good speech than all the grammar books.

And more precious than mere grammatical correctness are the sweet voice and gentle manner of the lady.

It is higher education, when conversing with a superior mind quickens the imagination—inspires one to dream dreams and see visions and set up ideals.

Mature Teachers Needed.

[*The Interstate Schoolman.*]

"Effeminization" is not likely to do serious damage to our boys;—the most of them would be all the better for a little more of it. But it does work an injury to school children to have for their teachers young people who know little, and seem to care less, about what is going on in the world. Children with such teachers grow into ignorance, which is far more to be feared than effeminacy. By way of illustrating this matter of the teacher's lack of current information: More than a hundred teachers' institutes, with probably ten or twelve thousand attendants, will have been held in Kansas this summer. Let any institute instructor say how many of the members of the institute in which he worked could have given an intelligent and intelligible account of the Haywood trial at Boise City, the trial of San Francisco city officials, Standard Oil affairs, or the speculation current concerning the attitude toward each other of Japan and our own country. Nothing is worse, nothing can be worse, for our schools, than to have them presided over by teachers of the sort just described. And the hard part of it is that it seems almost impossible to lead young teachers to realize a lack that they might remedy if they would. People deplore the passing of the old-time country school with its man teacher for the winter term. It was not so much the fact that he was a man;—he was a person with the experience that mature years give to the individual.

A Sectarian Public School.

[*Watchman, Boston.*]

The Roman Catholic St. John's Church, Middletown, Conn., has a parochial school of nearly seven hundred pupils. The rector of the church has offered it to the School Board of the city as a public school ostensibly to be subject to the control of the Board, but with the conditions that the priest shall be appointed principal of the school without salary, and that all the teachers shall be appointed only on his nomination. The city is also to pay him \$2,000 a year for rent, heat, and care of the building, and the contract is to run for five years. The conditions, of course, leave the school in all important respects under the control of the priest. Rev. Geo. Francis Whittemore, the pastor of the Baptist Church, is making a vigorous fight against the use of the public-school money for this sectarian purpose, and hopes to win in the meeting of the voters to which the matter has been referred. Middletown is the seat of Wesleyan University.

[The citizens of Middletown have emphatically rejected the parish school plan.—S. J.]

Educational Test for Immigrants.

[*New Orleans Times-Democrat.*]

Congressman Burnett of Alabama, who is a member of the Immigration Commission, has declared unqualifiedly for the educational test for immigrants, and would allow no person to come into this country who cannot read and write. This information is not surprising. The movement for an educational test has been presented to Congress again and again and voted down, as it would never stand the test of a thoro discussion. It is not surprising to hear that Mr. Burnett is on that side of the controversy. At the Chattanooga Immigration Convention and elsewhere a large number of Alabamians have shown themselves, if not hostile to all foreign immigration, desirous of placing so many restrictions on immigrants as to practically shut most of them out. In this respect Alabama occupies a different position from Texas, Louisiana, South Carolina, and other Southern States, which realize the necessity of more immigration if it is desired to develop the resources of this section and to supply the places of the delinquent negro labor upon which we have had to depend in such large measure.

Mr. Burnett calls attention to the delinquencies of some of our newly arrived immigrants; but these prevail among the literate as well as the illiterate; indeed, a careful investigation would probably develop the fact that a large proportion of the undesirable class are from those who can read and write rather than from those who are illiterate. The latter are mainly hard working peasants, who have labored all their lives, and consequently have had no chance to secure any education. They are the same class, as far as labor is concerned, as our negroes, but they have the advantage of being white, so that their children or grandchildren may hope in time to come to social equality with us; they have not been contaminated by reconstruction, and there is little probability of their deteriorating and growing lazy, as so many of the negroes have done of late years.

What the South needs is labor, largely rough labor, for the development of its agricultural and mineral resources, largely white labor to take the places of lazy negroes. These are to be supplied almost exclusively from the peasantry, from those classes which have received little education save in a few of the countries of Western Europe. We would probably get a better class of immigrants—that is, a more genteel, but certainly not a harder working class—if we extended Mr. Burnett's proposed educational qualification so as to require a civil service examination, including trigonometry, conic sections, Sanscrit and cuneiform, but we would get none of them down here to work in the mines or on the plantations and to take the places of those negroes who have moved to town to live on the earnings of their wives as cooks and washerwomen, or who have "exodused" North to enjoy the supposed delights of social equality.

Judge Burnett's plan might be called a plan to prevent immigration to the South, to raise the wages of negro labor, and to reduce the production of Southern farms, mills, and mines. That would be its only effect. He, like others, has gone at the evils of immigration in the wrong way. We are trying to shut out certain undesirable elements, and have, as a matter of fact, made great advance in that direction. There is room for further improvement, but that improvement is not to be secured by shutting out newcomers, not because they are bad, but because they are not clerks, thus keeping out thousands of desirable workers on the suspicion that there may be some bad ones among them.

The News of the World.

The Anglo-Russian Convention was signed in St. Petersburg on August 31. It regulates the respective interests of Great Britain and Russia in Tibet, Afghanistan, and Persia.

Immigration to America is likely to be heavier this year than ever before. During the last six months, the total immigration from all countries was 819,951. This is an increase of fourteen per cent. over the same period last year.

The immigration from Russia is greater than from any other country.

In an explosion on the Japanese battleship *Kashima* thirty-one men were killed and eleven wounded. President Roosevelt sent a letter expressing his regret at the accident to the Japanese Ambassador.

An inter-Oriental carnival is to be held at Manila during the first week of February, 1908. A letter has been written to President Roosevelt requesting the presence of American warships.

The new commercial harbor at St. Nazaire, France, was formally opened on September 23, with civil and military ceremonies.

Many houses and churches in Guatemala City were damaged by earthquake shocks on September 22.

Word came by wireless telegraph to Cape Race on September 25, that the *Lusitania* was in latitude 47.02°, longitude 43.15. Her day's run was 525 knots or nautical miles.

Robert Allen Pinkerton, the famous detective, who died not long ago, left an estate of about \$3,000,000.

Caid Sir Harry MacLean is still the prisoner of the bandit Raisuli. All efforts to secure his release have failed.

Major Alfred Dreyfus has retired from the French army. The reason is given as ill-health.

The Iron and Steel Institute opened in Vienna on September 23. A Bohemian delegate, in reviewing the history of the iron industry, predicted that the next twenty-five years would exhaust many of the Austrian iron deposits. After that Austria will have to renounce her share in supplying the world's markets.

Wu Ting-Fang has been reappointed Minister of China at Washington. His appointment was announced on September 24. A great many people in this country will be glad to welcome Minister Wu, as he was popularly known when he was here before, to this country again. He is an excellent diplomat, and a man who won popularity. His knowledge of English is excellent, and he was often called upon for speeches at public dinners and on other occasions.

Wu Ting-Fang received his early education in the British schools at Hongkong, and afterwards attended Oxford University in England. He came to Washington in 1897 and left in 1902. During the years that he was here he made eight hundred and twenty-three speeches, many of them of unusual merit.

As Mr. Wu was recalled to China from Washington somewhat in disgrace with the Home Govern-

ment, we can rejoice with him especially upon his recent honor which, of course, must be under the circumstances, doubly precious to him.

Mr. Root to Visit Mexico.

Mexico is pleasantly excited over the promised visit from Secretary Root. Much repairing and decorating is going on in the Capital and surrounding towns. Capultepec Castle, the summer home of President and Mrs. Diaz, has been placed at the disposal of the Secretary of State and Mrs. Root during their visit.

The program of entertainment includes a large reception and banquet at the National Palace, a reception at the home of Señora Diaz, a reception, banquet, and garden party at Chapultepec, a reception by the citizens, another reception, and perhaps a dinner with David E. Thompson, the American Ambassador, and Mrs. Thompson, as hosts; a ball and reception at the Jockey Club, various excursions to Cuernavaca, Queretaro, Orizaba, and the ruins and historic places within easy reach of the railroads, as well as certain amusing entertainments within the city of Mexico.

THE NATIONAL PALACE.

The National Palace, in the city of Mexico, where the first big reception will be given to Secretary and Mrs. Root, is one of the most imposing buildings in the country. The liberty bell of Mexico hangs over the main entrance. It first rang out for liberty nearly one hundred years ago from the old tower of a little church at Dolores.

The Palace was begun in 1692. It is a low building, only two stories high. It contains the departments of the Federal Government, the executive offices, the Treasury, Senate Chamber, and barrack room for several regiments.

One of the most imposing rooms is the Hall of Ambassadors. It extends all along the front of the building. Its furnishings are costly. The walls are hung with portraits of men illustrious in the history of Mexico. The State dining-room is also very fine. The table service is of gold and silver.

Enrique C. Creel, the Mexican Ambassador to the United States, says:

"I attach the greatest importance to Mr. Root's visit to Mexico. It will mean the rounding out of the policy which is to determine the attitude of the United States toward Latin America, and will result, in short, in the perfection of the Monroe Doctrine."

Root Entertained by Indians.

The committee appointed to welcome Secretary Root to Mexico has decided upon a trip to Xochimilco Lake, near the Capital. A special train will take the guests to the lake. They will be met by Aztec Indians. They will then embark in Indian canoes hidden under flowers and propelled by natives and will inspect the new water-works. A dinner consisting of Mexican dishes will be given on the shores of the lake.

Plot Against Sultan.

A plot against Abd-el-Aziz, Sultan of Morocco, was lately discovered in the city of Fez. The ringleader, a Moor prominent at court, was arrested.

When the plot was discovered the Sultan dismissed his ministry. He and his Court have been slowly traveling toward Rabat, the holy city of the Moors.

Abd el-Aziz arrived at Rabat on September 23. His brother, Umlai Hafig, the rival Sultan, is said to be preparing for battle with him there.

Chilian Holiday in Ecuador.

September 18 was the anniversary of the independence of Chili. It was celebrated in Ecuador as a mark of sympathy with the allied Republic.

The Republic of Chile renounced her allegiance to Spain in a declaration of independence on September 18, 1810. In 1818, she freed herself from all connection with Spain.

State Ownership of Railways.

Lord Brassey, presiding at a meeting of the Associated Chambers of Commerce on September 18 in Liverpool, made a speech in favor of State ownership of railways. He spoke of the growing demand to have railroads managed altogether for the good of the public service and not for the benefit of shareholders.

The speaker said that in Continental Europe, where railroads were the property of the State, the results to the public and to the Treasury were satisfactory. On the other hand, in Great Britain competition is carried to excess. An immense amount of capital is wasted. Shippers are dissatisfied with the burdensome rates. Employes are discontented with wages and hours of labor. The public are dissatisfied.

Uprising in Cuba Feared.

The Cuban-American administration in Cuba is seriously afraid of a revolt in Pinar del Rio Province.

The Third Squadron of the Eleventh United States Cavalry, which is stationed at the capital of Pinar del Rio, is closely watching the situation. Somebody is furnishing money to forward it.

Governor-General Magoon recently called together the leaders of the agitation and warned them to be quiet.

President Back in White House.

All Oyster Bay turned out to see the departure of President Roosevelt and his family on September 25. After his summer at Sagamore Hill, he looks particularly well. He reached Washington shortly before six o'clock, and was driven at once to the White House.

Brazilian Merchants Will Tour United States.

Thirty prominent business men from Rio de Janeiro have come to the United States to make a tour of the principal cities. They were welcomed to New York by the Brazilian Consul and a member of the legation from Washington.

Chinese Reforms Planned.

The Emperor of China has appointed Ta Shon, Ta Hsi, and Ting Shi Hmei as imperial commissioners. They have received instructions to visit Japan, Great Britain, and Germany to examine and report on the constitutional systems of those countries.

Trip Thru Belmont Tube.

On September 23, the first electric car was run thru the north tube of the new Belmont tunnel under the East River.

The car was crowded with enthusiastic officials. The trip was made in 3.35 minutes, a speed of forty-five miles an hour.

International Hygienic Congress.

The International Congress of Hygiene and Demography opened in Berlin on September 23. Crown Prince Frederick William was present on behalf of his father, Emperor William.

Twenty-three countries are represented at the Congress. The American delegates took an important part in the discussions. Some of the leading scientists of the world delivered addresses.

The Congress was invited on behalf of the United States to hold its next meeting in Washington. The matters discussed include the most recent discoveries in the hygienic care of people and all scientific methods of combating diseases.

Treaty Between Italy and Argentina.

The treaty of arbitration negotiated by the delegates of Italy and Argentina to the Peace Conference was signed in the Hall of Knights at The Hague on September 18.

The treaty consists of nine articles. It provides that the two countries agree to submit to arbitration all differences between them, except such as affect the Constitution or questions of nationality. In case of a dispute, each country will appoint an arbitrator, and these will appoint a third. In all cases the arbitrators shall be members of the Permanent Arbitration Court at The Hague.

The treaty will remain in force for ten years after its ratification.

To Arrange for Peace.

President Roosevelt, and President Diaz of Mexico, simultaneously sent invitations to the Chief Executives of the five Central American Republics, on September 23. The Executives are asked to send delegates to a conference in Washington some time between November 1 and November 15, to arrange a plan for peaceful settlement of disputes between these countries.

Three Thousand Miles in a Prairie Schooner.

Mr. Ezra Meeker sought his fortune in the Far West in 1852. He went in a prairie schooner which was then the one way of making the long trip. After a lifetime spent in helping to build up the great West, he decided that he would like to take the old trail once more in the old way.

His old prairie schooner, drawn by two great oxen, started from Puyallup, Washington. In 626 days it reached New York, having come 3,000 miles.

New Big Cunarder.

The Cunard Line steamer *Mauretania* left her moorings in the river Tyne on September 17. She started on her three days of preliminary sea trials. She is the sister ship of the *Lusitania*, and the largest vessel ever built on the Tyneside.

She has been building ever since the autumn of 1904. She is propelled by turbine engines of 70,000 horsepower. These drive four shafts, each of which is fitted with one three-bladed propeller of manganese bronze.

A New Peak.

Captain Henderson, of the revenue cutter *Thetis*, arrived at Seattle on September 25. He had been on an arctic expedition. He confirmed the report of a violent volcanic eruption of Mount Makushin. Following it, a new peak rose from the sea. With its appearance the bottom of the ocean has risen until channels which were large enough for the passage of ships are now dry land.

Ashes heavily charged with sulphur fell to a depth of three-eighths of an inch. Other volcanic disturbances occurred along the Alaskan coast during the summer.

Notes of New Books.

The new series of the well-known *NATURAL GEOGRAPHIES*, by Jacques W. Redway and Russell Hinman, includes the introductory book in either a single volume or two parts, and the *School Geography*. The central thought in this series of geographies is Man, and the Earth is studied as his dwelling place. Emphasis is laid on industrial, commercial, and political geography, with just enough physiography to bring out the casual relations. The text is clear, simple, interesting, and explicit. The pictures are distinguished for their aptness and perfect illustrative character. Two sets of maps are provided, one for reference, and the other for study, the latter having corresponding maps drawn to the same scale. The *INTRODUCTORY GEOGRAPHY* develops the subject in accordance with the child's comprehension, and recognizes the value of composition work, map drawing, and sand modeling. In the treatment of the United States, the physiographic, historical, political, industrial, and commercial conditions are taken up in their respective order, the chief industries and the localities devoted largely to each receiving more than usual consideration. The country is considered as being divided into five industrial sections. In the *SCHOOL GEOGRAPHY*, a special feature is the representation of the basal principles of physical and general geography in simple, untechnical language, arranged in numbered paragraphs. In subsequent pages, constant reference is made to these principles, but in each case accompanied by the paragraph number. This greatly simplifies the work, and makes it possible to take up the formal study of these introductory lessons after the remainder of the work has been completed. With a view to enriching the course, numerous specific references are given to well selected geographical reading. For the convenience of teachers, the series is published in four books, as well as in two books. (*INTRODUCTORY GEOGRAPHY*—Cloth, 8½x10½ inches, 146 pages, with maps and illustrations. Price, 60 cents. The same in two parts. Price, each, 40 cents. *SCHOOL GEOGRAPHY*—Cloth, 10 by 12½ inches, 186 pages, with maps and illustrations. Price, \$1.25. The same in two parts. Price, each, 75 cents. American Book Company, New York.)

THE SHEPHERD OF THE HILLS will easily make its way to a place of distinction in current fiction. Indeed, to limit its popularity to to-day is unnecessary. The story is built along lines of permanent interest. The passions that are the mainsprings of action in the plot are elemental and eternal. The men, too, are primitive; they are elemental, they breathe the pure air and reflect the strength of the hills among which they live. Each one is a distinct creation. Each stands out clear and individual. The Shepherd is a character as strong as beautiful, and as true to human nature at its best as will be found in fiction. "Young Matt," and "Old Matt," too, will take their place among the characters which we remember as if we had actually met them in the flesh—big men in every sense. Sammy Lane, the heroine, goes about among these men with a simplicity and sweetness and a womanly grace that wins us as it did those mountain people.

A book to read and to re-read. It is charmingly illustrated. (The Book Supply Company, Chicago. \$1.50.)

Edward Gray has made a selection from the works of Enrique Pérez Escrich and edited them for the use of students of Spanish in the first or second year of their work. Escrich's simplicity and lucidity of style render this work especially well suited to students at this point in their studies. His sketches have a charm quite individual which makes the translation of them a pleasure as well as a profitable exercise.

The editor, bearing in mind the fact that many students take up the study of Spanish without the aid of an instructor, has provided especially full notes at the outset, and has paid some attention to reviewing principles of grammar, but this kind of help is rapidly decreased in the latter portion of the volume. A concise and satisfactory vocabulary is furnished. A number of composition exercises, based on the text, are introduced.

It is a well made and well edited text, of the kind much needed in our language work. The title of the volume is *FORTUNA*. (Ginn and Company, Boston. 50 cents.)

A most welcome addition to the French texts available for school and college use appears in the edition of Jean Rotrou's *SAINT GENEST* and *VENCESLAS*, with introduction and notes by Thomas Frederick Crane, professor of Romance languages in Cornell University. It is a scholarly piece of work, well adapted to its purpose. The introduction is admirable in its discussion of Rotrou's place in French literature, and of the tragi-comedies in which this author's best work was done. Since the ordinary student's knowledge of seventeenth century French literature is usually confined to the reading of a play or two of Corneille and Racine. Any extension of this very limited list is an advance. Apart from any of these considerations Rotrou

was a thoroughly delightful writer and fully worthy of an introduction to American students.

In addition to the unusually excellent introduction the editor has furnished adequate footnotes and well-arranged appendixes, with a bibliography and index.

The bookmakers have also done their part well with the result that the volume is a thoroughly admirable text-book. A reproduction of Caffèreri's bust of Rotrou is used as a frontispiece. (Ginn and Company, Boston.)

A clever little book, made up of material reprinted from the *Saturday Evening Post* is "Poor Richard Jr.'s Almanack." People have been laughing at the author's wit for several years, as his utterances appeared in the pages of the weekly periodical, and now that the best has been selected for preservation in book form, the result is an excellent collection of thoughts witty and wise. In make-up, printing and binding, the book is unusually tasteful and dainty. It is well-suited for use as a gift book. (Henry Altemus Company, Philadelphia. Boards 50 cents.)

Books Received.

ISLAND STORIES—Retold from *St. Nicholas*. The Century Co. 65c.

SEA STORIES—Retold from *St. Nicholas*. The Century Co. 65c.

STORIES OF THE GREAT LAKES—Retold from *St. Nicholas*. The Century Co. 65c.

STORIES OF STRANGE SIGHTS—Retold from *St. Nicholas*. The Century Co. 65c.

SOUTHERN STORIES—Retold from *St. Nicholas*. The Century Co. 65c.

WESTERN FRONTIER STORIES—Retold from *St. Nicholas*. The Century Co. 65c.

Newman, John Henry—*SELECTIONS FROM NEWMAN'S PROSE AND POETRY*. Houghton, Mifflin & Co. 40c.

Cooper, Lane—*THEORIES OF STYLE*. The Macmillan Co. \$1.10.

Inglis, Alexander and Prettyman, Virgil—*FIRST BOOK IN LATIN*. The Macmillan Co. Price, 90c.

McMurry, Charles A.—*LARGER TYPES OF AMERICAN GEOGRAPHY*. The Macmillan Co. 75c.

Osgood, Frederick Hay—*BALZAC'S URSULE MIRROUET*. Henry Holt & Co.

Robins, Helen J., and Perkins, Agnes F.—*AN INTRODUCTION TO THE STUDY OF RHETORIC*. The Macmillan Co. Price, 90c.

Hopkins, William J.—*THE SANDMAN: HIS SHIP STORIES*. L. C. Page & Co. \$1.50.

Ostrander, Fannie E.—*LITTLE WHITE INDIANS*. L. C. Page & Co. \$1.25.

Roberts, Theodore—*THE RED FEATHERS*. L. C. Page & Co. \$1.50.

Standish, Winn—*JACK LORIMER'S CHAMPIONS*. L. C. Page & Co. \$1.50.

Stevenson, Burton E.—*THE YOUNG TRAIN DISPATCHER*. L. C. Page & Co. \$1.50.

Hall, H. R.—*DAYS BEFORE HISTORY*. T. Y. Crowell & Co. 50c.

Calhoun, Mary E.—*DOROTHY'S RABBIT STORIES*. T. Y. Crowell & Co. \$1.00.

Genung, John F.—*THE IDYLLS AND THE AGE*. T. Y. Crowell & Co. 75 cents.

Pelphs, William Lyon.—*THE PURE GOLD OF NINETEENTH CENTURY LITERATURE*. T. Y. Crowell & Co. 75 cents.

Hall, G. Stanley.—*YOUTH, ITS EDUCATION, REGIMEN, AND HYGIENE*. D. Appleton & Co.

Jordan, David Starr, and Kellogg, Vernon Lyman.—*EVOLUTION AND ANIMAL LIFE*. D. Appleton & Co.

GOOD STORIES FROM THE LADIES HOME JOURNAL. Henry Altemus Company, Publisher. 50 cents.

Bailey, Temple.—*JUDY*. Little, Brown & Co. Price, \$1.50.

Beveridge, Albert J.—*THE BIBLE AS GOOD READING*. Henry Altemus Company. 50 cents.

Jackson, Lucie E.—*FEDORA'S FAILURE*; David McKay, publisher. \$1.00.

Ray, Anna Chapin—*DAY; HER YEAR IN NEW YORK*. Little, Brown & Co. \$1.50.

Wesslehoft, Lily F.—*THE DIAMOND KING AND THE LITTLE MAN IN GRAY*. Little, Brown & Co. \$1.50.

Abernethy, Julian W.—*COLERIDGE'S THE RIME OF THE ANCIENT MARINER, AND OTHER POEMS*. Charles E. Merrill Co., Publishers. 25 cents.

Gambrill, J. Montgomery—*SELECT POEMS AND TALES OF EDGAR ALLAN POE*. Ginn & Co., 35 cents.

Jenks, Tudor—*WHEN AMERICA WAS NEW*. T. Y. Crowell & Co. \$1.25.

Lansing, Marion Florence—*RHYMES AND STORIES*. Ginn & Co. 40 cents.

Lansing, J. S.—*THE CHILD'S WORD-GARDEN*. Ginn & Co.

Tucker, Samuel M.—*SELECTIONS FROM BYRON*. Ginn & Co. 30 cents.

For pimples, blotches, bad complexion, Hood's Sarsaparilla is the medicine to take—it has established this fact.

The Educational Outlook.

Boston has five free evening high schools, thirteen free evening elementary schools, and five free evening drawing schools. There are also eleven settlement houses where instruction in branches from kindergarten to the trade courses is given.

St. Louis' school budget for the year ending June 30, 1897, was \$1,836,956.59, for the year ending June 30, 1907, it was \$3,312,632.58. In 1906 there were in operation ninety-eight public schools in St. Louis. These occupied 119 buildings. This year two magnificent new schools will join the list, thus touching the 100 mark. The new schools are the Emerson, at Page Boulevard and Arlington Avenue, and the Hempstead, at Hamilton and Minerva Avenues. In addition, a new school will be opened on Alabama Avenue in portable school buildings.

Superintendent Jackson, of Moline, Ill., recently tried a plan which might be followed successfully by other superintendents and principals. Instead of having the parents' meeting in the afternoon, it was held in the evening. As a result many fathers were present, and the meeting was more representative than it would otherwise have been. The mothers will usually come to such meetings, but the fathers are hard to get hold of. Their interest, however, is of much importance to the schools, and is worth striving for.

The Chicago Board of Education, on September 25, decided to admit adults, both foreign and American born, to the city high schools. The admission of adults to the elementary schools was not passed upon. The question of the admissibility of adults to the high-school came before the Board thru a recommendation that three natives of Japan and other countries be allowed to enter.

There are 70,742 children attending school in Baltimore, according to the police census, which has just been completed. Last year the census gave the number of children attending school as 72,669.

CENSUS OF SCHOOL CHILDREN, 1907.			
	White	Colored	Total
Not at school.	3,933	1,053	4,986
At school.	56,903	13,839	70,742
Total.	60,836	14,892	75,728
THOSE NOT AT SCHOOL.			
Employed.	1,406	359	1,765
Not employed.	2,530	691	3,221
Total.	3,936	1,050	4,986

There is need, says the Denver *Republican*, of more practical instruction in all the public schools, and especially is there need of the educative value of work to be done with one's hands. The performance of enforced tasks which require physical effort is quite as valuable a feature of training for a boy as the performance of the tasks required in the course of studies provided for in public schools.

The alumni association of Houston, Texas, has raised funds and established a dining room in the high school, which is one of the best of its kind in the country. This addition gives the Houston students who are taking domestic science an opportunity not only to prepare the meals but to serve them.

Patrick J. O'Daly, superintendent of the Boston Gaelic School, representing several local organizations, petitioned the Boston school board at a recent session to introduce into the evening high schools the study of the Gaelic language.

A sufficient number of pupils having signified their intention to become teach-

ers, the school authorities of Scranton, Pa., have opened the training school for another year. Miss Hunt will again be in charge of the work.

The United Trades and Labor Council of Dayton, O., has decided to demand that free books be provided in the schools. A special committee has been appointed to press the matter.

Jefferson City, Mo., has increased the salaries of its teachers. Five dollars a month will be added to the pay of those receiving \$50 or less.

Scope of Commission's Work.

Announcement was made recently by Secretary Charles H. Morse, of the Massachusetts State Commission on Industrial Education, speaking before the Cambridge school committee, of the fact that the commission, under the act which established it, has the right to co-operate with school boards in the various cities and towns of the commonwealth in the maintenance of evening schools for industrial education.

Mr. Morse explained that this was the first time that it had been publicly announced that the commission had that power, the idea prevailing heretofore that the authority of the commission was limited to the maintenance of its own schools, independently of other bodies. The basis of the co-operation is the payment by the State of half the expense of carrying on such schools, the commission preserving a general oversight of their policy, tho acting thru the local authorities.

Mr. Morse explained that the city could retire from the agreement if it felt that it could not consistently carry out the policy of the State.

Milwaukee Board Satisfactory.

The sentiment in Milwaukee in favor of a special election has almost died out and there is very little interest displayed by those who opposed the old school board in keeping up the agitation. It is generally conceded that aside from a few Socialists there is now no demand for a change.

Principal Schuler, who was strongly opposed to the Poss bill, testifies to the efficiency of the present board:

"I regard it as truly remarkable that the city officials who made the appointment secured the representation of all interests in the present board," said Mr. Schuler, "and am free to say that the personnel of the board is satisfactory and that there is no further need of agitation. I hope that no special election will be held."

Pupils' Harvest Home.

The Philadelphia School Gardens have been a great success this year. A few days ago at the Pastorius School, Germantown, 125 youngsters took part in a harvest home festival and flower fete.

Each diminutive farm was hoed and raked by its owner, and prizes were awarded by the teachers, Miss Elizabeth Butler and Miss J. Renlein, for the best exhibition of agricultural skill.

After the contests a hundred little girls, decked with flower wreaths and carrying garlands, took part in a floral festival, marching thru the garden paths, while admiring parents watched the parade from the summer house.

Proof that the youngsters' agricultural pursuits are not merely "make believe," was furnished by the flourishing plots with corn, beans, radishes, lettuce, and turnips ripe for harvesting.

At the Washington School Garden, Forty-eighth and Aspen Streets, crops were also gathered and prizes were awarded.

No More Pull.

"Teachers who use 'pull' will stand less show of promotion than those who don't," is the statement made by President Schneider of Chicago's Board of Education.

"The persons who attempt to use 'pull' prejudice me against them at once," he continued. "If they are the best persons for the place why should they want to get outside influence to work in their behalf? The present Board is against all forms of 'pull.'"

In the Right Direction.

Six new courses were offered last year at Swarthmore College in Education and psychology. This year the work has been so arranged that teachers in the community may have an opportunity to pursue some of these courses on Saturday morning. The work is of the regular college grade and the student may obtain one, two, or more hours of credit in college studies. All courses are open to teachers.

The courses in school management and methods of teaching will consist of one hour each. These courses will be in charge of Prof. Edward B. Rawson, of New York, a trained and experienced educator, who has pursued advanced work in the School of Pedagogy, New York University. Professor Rawson is supervising principal of the Friends' Schools of New York.

University Convocation.

The forty-fifth University Convocation will be held in the senate chamber at Albany on October 17, 18, and 19. The general subject to be considered this year is "The Place and Mission of Art in Education."

PROGRAM.

October 17—At the Hotel Ten Eyck. 3 P. M. Informal gathering. 4 P. M. Executive session convocation council at the Education Department. 7:30 P. M. Registration in senate chamber. 8:15 P. M. Chancellor's address, Regent St. Clair McKelway, M.A., LL.D., Vice Chancellor. Address (subject to be supplied)—Pres. John H. Finley, LL.D., College of the City of New York.

October 18, senate chamber. 9 A. M. Registration. Address—"The Province of a Museum of Art in a System of Public Education," Sir C. Purdon Clarke, F.S.A., Director Metropolitan Museum of Art, New York. Address—"Graphic Art as a Factor in Public School Education," Henry Turner Bailey, Editor *The School Arts Book*. Discussion of same topic. 3 P. M. Address—"The Place and Purpose of Music in Public Schools," Frank Damrosch, Director of the Institute of Musical Art, New York City. Discussion, Hollis E. Dann, Professor of Music, Cornell University. Address—"Art of Expression in Language," Brander Matthews, LL.D., D.C.L., Lit.D., Professor of dramatic literature, Columbia University. Discussion, Pres. Rush Rhees, D.D., LL.D., Rochester University. 7:30 P. M. Semi-annual dinner of the Hudson River Schoolmasters Club. To be given at the Hotel Ten Eyck. The members of the convocation are cordially invited to attend the dinner. Plates, \$1.50 per person.

October 19, senate chamber—Address, "The Work of the Massachusetts Industrial Commission," Paul H. Hanus, B.S., LL.D., Professor of the history and art of teaching, Harvard. Discussion, Rev. E. P. Powell, Clinton, N. Y.

Return tickets from Albany to points in the State of New York will be sold at one-third fare to all who present regular certificates of having paid full first-class fare of 75 cents or upward in coming.

Exercise of Authority.

Superintendent Brooks, of Boston, in his annual report, commends the attitude of the school committee with regard to refusing to interfere in matters that came under the jurisdiction of the different school authorities.

"For more than a century," says Mr. Brooks, "it was customary for the selectmen, and later for the individual members of the school committee, to perform executive duties in connection with the schools. This condition of affairs still prevails in many of the smaller communities. It is natural, therefore, that persons who have not given consideration to the change of ideals in respect to school supervision should expect the individual school committee members to continue to perform these duties and personally to take part in matters of school administration.

"During the year, however, the marked stand of the members of the school committee in opposition to any such action has had a perceptible effect, and the number of persons now going to the school committee members to ask that they individually give attention to matters that should properly be determined by the principals, the assistant superintendents, or the superintendent, has very materially decreased.

"The advantage of successful administration that arises from the feeling on the part of the principals and assistant superintendents that authority that has been delegated to them by the school board is to be exercised by them alone until such time as the school board by vote shall remove that authority from the principals or assistant superintendents, is very great.

"During the year the confidence of the teaching force in the intention of the school board to maintain the standards of administration that it has set forth has been completely established, and the administration of the schools has gained a force and vigor that it would be impossible for it to attain under any other conditions."

Citizen Training in Night Schools

The problem of greatest difficulty in the Boston evening schools has been the teaching of English to newly arrived foreigners. The evening school has been forced to use the discarded books of the day schools, and the adult foreigner has been taught to read from books intended for first grade children. During the year this has been partially corrected by the use of books written especially for evening school work and containing a vocabulary better suited to adult minds than that to be found in primers and first readers.

In order to furnish material for reading that will be suitable for adults and at the same time be of assistance in the work of teaching American citizenship, several men and women have undertaken to prepare a civic primer, the various chapters of which shall deal concretely with those phases of municipal government with which the foreigner first comes in contact.

The school committee has voted to have the aforesaid book copyrighted under the name of "A Civic Reader for New Americans" and to have five hundred copies issued as a public document.

Reading Retirement Fund.

The recent Teachers' Institute at Reading, Pa., appointed a committee to consider plans for establishing a retirement fund. The plan which has been adopted at Harrisburg was favorably spoken of by many of the teachers, and will probably be adopted with slight modifications.

The teachers would be obliged to teach thirty years, twenty in Reading. There are 325 teachers in this city, 43

of whom are eligible by reason of thirty years' service in the Reading schools. Teachers during the first ten years would pay one per cent. of their salaries, the second ten years two per cent. of their salaries.

Salary Question Again.

From Ohio comes the news that it is impossible to secure teachers for the district schools, and many children are forced to go without instruction. The latest report of the United States Commissioner of Education makes clear the reason for this lack of teachers. While every other item of the report is a credit to the State of Ohio, the amount stated as the salaries to teachers is comparatively so small that the *Toledo Blade* says "the great, rich State of Ohio should be ashamed."

The estimated value of common school property is about fifty-three million dollars; the current expenses (for 1904) seventeen and a half million. The average daily attendance of pupils was 623,707, and the teachers employed 26,469. But the average monthly salary these teachers received was but \$41.79—a salary at which, comments the *Findlay Republican*, "the man who works at the most common labor would turn up his nose."

Whosoever Will.

It may be laid down as sound American doctrine, says the *Boston Advertiser*, in regard to the exclusion of certain adult foreigners from the Chicago schools, that any person in this country, of whatever race or age, should be given every opportunity possible for self-education. The propriety of placing them in the same school-rooms with children is another matter. As was said at the time of the San Francisco difficulty, men of twenty-one years of age, and more, manifestly, should not be associated in school with young children. The racial consideration need not enter. But if a man wants to obtain a better education, it should be provided him in some way. No city can more profitably expend its money than in such a manner.

Women Want Their Say.

The women voters of Meriden, Conn., propose to take a hand in school matters hereafter. They are making an active canvass of the registered women voters and urging them to get together and elect a woman to the Board of Education. There are about two hundred women who are qualified to vote in Meriden on school matters.

"There are plenty of women," said one of the leaders of the movement, "in the city and town who are fully as well qualified to act on this board as any of the men, and it is no more than just that those who have the most vital interest in the schools, that of the minds and souls of their children, should be given a voice in the way they are to be conducted."

Change of Districts Permitted.

One of the bills passed last year by the Pennsylvania Legislature which tends to more flexibility in the school system, is as follows:

"All children who reside $1\frac{1}{2}$ miles or more by public road from the nearest school in the district where they reside, may attend any school more convenient in any other district without the consent of the directors or controllers of the district where they reside or where they may attend; provided, the consent of the directors or controllers of such other districts be first obtained; and the district where such children reside shall be liable to the district where they may attend for the cost of tuition; provided, the cost of tuition shall not exceed the tuition of children in schools and grades in the district receiving such non-resident children."

Business High School Course.

The Washington Board of Education has extended the course at the business high school to four years. The new studies and the four-year course are not arbitrary, the pupil having his option on the old or the new.

In the new course the technical business training is retained, but is extended to embrace not only the ordinary branches, but the sciences and languages, auditing, advanced accounting, and business organization. Commercial and industrial geography has been added to that branch of history.

Recent Deaths.

Edward J. Owens, well known thruout Northern New York as an educator, died in Pottersville on September 18, after an illness of some length. He was formerly principal of Sherman Academy, Moriah, and the Ticonderoga high school, and commissioner of the second district of Essex County for a number of years.

Frederick G. McNally, for three years president of the publishing firm of Rand, McNally & Co., died on September 16 at his home in Chicago.

Mr. McNally had been connected with the firm of Rand, McNally & Co., for the last twenty-two years, entering it shortly after his twentieth year. At the death of his father in 1904 he became the president of the company, and had held that position ever since.

Mr. McNally was forty-two years old. He was married in 1885 to Lydia Wyles, who, with three sons, survives him. The children are Andrew, Fred. L. and Wyles McNally, the eldest being twenty-one years of age.

Death of Professor Atwater.

Prof. W. O. Atwater, of Wesleyan University, known all over the world where the nutritive value of food has been studied, died at Middletown, Conn., September 22, aged sixty-three years. Altho he had for years been known widely among those interested in the study of nutrition for his original work in that line, he came into the limelight first when in 1892 he was appointed with forty-nine others a committee to investigate the whiskey or drink habit, by Seth Low, of New York.

The son of a Methodist minister of considerable reputation, Professor Atwater spent his early life on a farm among the Vermont hills. Three years of his college course were passed at the Vermont University. Then he went to Middletown to finish his last year at Wesleyan. He was graduated in 1865. Later he took degrees from Yale and from the universities of Leipsic and Berlin. While abroad Professor Atwater became greatly interested in food study. In 1888 he founded the bureau of experiment stations, United States Department of Agriculture, and was one of the directors until 1891.

The Atwater-Rosa respiration calorimeter brought him his greatest fame, for in recent years the apparatus has been used in almost all parts of the world in making nutrition experiments.

Personally Professor Atwater was regarded by his pupils and the members of the faculty, as well as those who knew him less intimately, as one of the kindest and most beloved as well as one of the most brilliant men that ever went to Wesleyan. He was a fellow of the American Association for the Advancement of Science, a foreign member of the Swedish Royal Academy of Agriculture, and a corresponding member of the Russian Imperial Academy of Medicine. He has published more than a hundred papers and pamphlets on chemistry and allied subjects.

In and About New York City.

One of the first of the parents' meetings which form so important a part of the school life in New York, was held on September 19. It was the annual meeting of the Parents' Association of Public School No. 10. There are 3,500 pupils in the school and nearly 500 parents belong to the Association.

Brooklyn leads in the number of part time pupils with 41,477. Manhattan has 16,003; Queens, 9,008; Bronx, 2,060, and Richmond, 92. This means a decrease of part time pupils in Brooklyn of 9,097; in Manhattan of 4,132, and in Queens of 346.

The Washington Irving High School girls are always doing something, and oftener than not that something is for someone else. September 26 was the day chosen for the annual meadow day for the orphans on Randall's Island. The Washington Irving girls were there, nine hundred strong, to help out in entertaining the charity children. Costumed as peasants of different countries they danced the folk-dances learned in the physical training classes, and sang a number of songs.

"It is a beautiful thing," said Charities Commissioner Hebbard, at the close of the exercises, "to brighten the lives of others. I am glad, not only for the sake of our little children who have enjoyed your coming, but for the good it does you yourselves, that you have used your talents to make a bright hour for your little friends here. Come again."

By a vote of the Board of Education the name of the New York Truant School will be changed to the Manhattan Truant School.

School of Pedagogy Opening.

The opening exercises of the New York University School of Pedagogy took place at the Washington Square building on the morning of September 28, with Chancellor MacCracken presiding. A good-sized audience, constantly augmented by the arrival of late-comers, greeted the speakers. Mr. Ossian Lang, editor of THE SCHOOL JOURNAL, delivered an address on the subject of the School as a Social Center. Mr. Lang spoke of the development of the common school from an institution at which instruction in the "three R's" might be obtained by children who could not otherwise secure it, to the present culture center with its high schools, and in many cases its free college to which it is not only the privilege but the duty of rich and poor alike to send their children. He then spoke of the probable line of future progress until the ideal of the School as the Social Center is reached. The speaker called attention to the harm done by the patronizing manner of teachers in evening schools and recreation centers. This attitude, he said, was largely due to the failure on the part of the people to realize that in no sense are these charity institutions but a common possession of all the people to which all have contributed.

Dr. Gulick, director of physical training in the New York schools, told his impressions of the Congress of School Hygiene recently held in London. London according to Dr. Gulick, has in its most crowded parts greater congestion relative to the floor space, and New York greater congestion relative to the area of a certain district. That

is to say, that while in these portions of London each individual may have less floor space than in corresponding portions of New York, the fact that the buildings are usually two stories high, and in most cases but two rooms deep, and the further fact that the streets are frequently much wider, gives the individual more real living space, and makes ventilation and the lighting of the rooms far more satisfactory than in the tall tenements of the American city. The problem that New York has to face is therefore more difficult. On the other hand, Dr. Gulick found that the means taken for its solution are better. In no city in the world is so much spent for or such attention paid to school hygiene as in New York.

Dr. Gulick told also of his observations of the parks and their use in London and Paris. In the former city he found that there was but one section in which there was not park space at least fairly adequate. The freedom with which children are permitted to use the parks makes up, in large measure, for the lack of any well-organized playground movement. In Paris Dr. Gulick was particularly impressed with the number of young people, not only children, who actually played in the parks. In the New York and London parks he said he had observed many couples seated on the benches or quietly walking, but none playing, as these French young people do. He laid stress upon the generally wholesome character of the amusements of the French.

"The worthwhileness of children has grown upon me as a result of this congress," was Dr. Gulick's principal conclusion.

SMITH'S NEW INTERMEDIAL COPY BOOKS

WITH MOVEMENT DRILLS

Nos. 1 to 8

Per Dozen .60 net

These new Copy Books are **BEST** adapted to teach free arm movement **BECAUSE**

they teach form as well as movement

Each book contains three pages of movement drills suited to the grade. These drills are on a large scale so that the pupil traces them with dry pen and gets the swing.

The class teacher does not need to be an expert penman, because they place a perfect model before each pupil.

These new books overcome the objection to the old style copy books, which teach the pupil to write slowly.

The script is round hand medium slant, such as is written by our best accountants. It is more legible than the vertical, more graceful than the old line slant, and best adapted for rapid business writing.

All initial strokes to small letters begin on the line.

This method teaches the pupil the same style of writing that he will practice in after life.

The books are attractive in appearance, convenient as to size, cheap in price, and will, with the least strain on the class teacher, teach a style of penmanship that is legible, beautiful and rapid.

Samples Upon Request

THE MACMILLAN COMPANY

Boston

Chicago

64-66 Fifth Av., New York

Atlanta

San Francisco

Requirements for Special Studies

An important change has been made in the requirements for license to teach art, physical culture, or any branch of manual training. Great difficulty was experienced in securing college graduates who had the other qualifications. The requirement adopted is as follows:

Graduation from a satisfactory high school course, or from an institution of equal or higher rank, and two years of professional training in the subject in which the applicant seeks a license; and four years' satisfactory experience in teaching or supervising such special subjects.

Provision was also made for the appointment of men and women assistant inspectors of public school athletics at an annual salary of \$1,200.

"To be eligible for license as an assistant inspector of public school athletics, the applicant must have the following qualification:

"Experience satisfactory to the Board of Examiners in supervising athletics for school children."

Dr. Haney's Lectures.

Dr. James P. Haney, director of Manual training in The New York schools, offers an afternoon and two Saturday courses at the New York University this year. On Monday afternoons he will give a course in methods of teaching the manual arts, particularly intended for grade and special teachers. On Saturday morning there will be a special two-hour course (9:15-11:15) in applied design. The instruction is planned with reference to the needs of supervisors and departmental teachers in elementary and high schools.

From 11:15 to 12:15 on Saturdays a special class limited in numbers will study the supervision of the manual arts. This course will be occupied by alternate lectures and seminars. The idea of a course for supervisors is unique and should prove unusually helpful.

Retirement Board Meets.

Sessions of the Board of Retirement have been resumed. A number of applications for retirement were considered at the first meeting, September 18, and at the next meeting the applicants will be called before the Board for personal interviews. The following rules will govern the Board during the present year or until amended: "All applications for retirement shall be made on the form adopted by the Board of Retirement. They shall be forwarded to the secretary of the Board of Retirement, at Park Avenue and Fifty-ninth Street.

"Upon receipt of an application for retirement, the city superintendent of schools shall cause the record of the applicant to be placed on the blank. He shall also certify to the service and experience of the applicant as required by the blank. He shall communicate with the principal of the school in which

the applicant is teaching, and with the district superintendent with the view of obtaining such information as will assist the Board of Retirement in arriving at a decision on the application.

"Every applicant for retirement shall be summoned to appear before the Board of Retirement before action is taken on the application.

"Upon final affirmative action of the Board of Retirement on any application for retirement, the secretary shall notify the principal of the school in which the applicant is teaching, of such affirmative action. If the applicant is a principal the district superintendent shall be notified of the action of the Board. In case of denial of the application the applicant shall be notified of such action of the Board."

Department of Hygiene.

The Board of Education is contemplating the establishment of a department of school hygiene. It will be the duty of this department to act in an advisory capacity on all matters relating to the health of the pupil and to recommend safeguards for the protection of his physical welfare.

Altho it will probably cost at least \$30,000 to put the proposal into operation, the Commissioners believe that the money would be spent and would be generally approved by the taxpayers.

In Dr. Luther H. Gulick, Director of Physical Training in the schools, the scheme has an earnest advocate.

"I found that the general sentiment abroad," said Dr. Gulick, "was that the next great movement in education would be this one of health. This movement will seek to establish the principle that the foundation of all education is health. This is a comparatively recent idea for common school education, and the problems incident upon it are recent.

"Lord Crewe, the President of the British Council, who represented King Edward at the congress, sounded this note in his address. He deprecated the weakened physique of the British nation, and ascribed it largely to the lack of proper safeguards in the schools.

"No city abroad has developed the system of medical inspection in the schools to such high efficiency as New York. When Dr. Cronin, of the Health Department, told the congress about the work that is being done here the delegates were astounded and could hardly believe him. In London there are only twenty-five physicians assigned to the work."

Twice a Week Classes.

Prin. H. R. Brunner, of the Evening High School, in his annual report says: "I have noticed during the past few years that there are a number of young men and women who, on account of long hours and hard work, find it a physical impossibility to attend school four nights per week. Next year an effort should be made to form some classes to meet twice

a week. This would meet the wants of several hundred of our prospective pupils, and would be infinitely better than to allow them to miss the opportunity."

Recreation Centers Reopen.

One of the most important lines of work undertaken by the school in recent years has been the spreading of its influence thru the homes of the community by means of recreation centers. New York fortunately has a large number of these social centers. Unfortunately, their work was discontinued during the summer. It will, however, be taken up this autumn with renewed vigor. The centers open October 7.

The following is a list of the houses and their location:

Manhattan—For men and boys—No. 1, Henry, Catherine, and Oliver Streets; 3, Hudson and Grove Streets; 16, 208 West Thirtieth Street; 20, Rivington, Forsythe and Eldridge Streets; 21, Mott and Elizabeth, between Prince and Spring Streets; 26, 124 West Thirtieth Street; 31, Monroe and Gouverneur Streets; 62, Hester, Essex, and Norfolk Streets; 64, Ninth and Tenth Streets, east of Avenue B; 158, Avenue A Seventy-seventh and Seventy-eighth Streets; 159, 119th and 120th Streets, near Second Avenue; 172, 108th and 109th Streets, east of Second Avenue; 179, 101st and 102d Streets, near Amsterdam Avenue; 188, Manhattan, East Houston, Lewis, and East Third Streets; High School of Commerce, Sixty-fifth Street, west of Broadway.

For Women and Girls—No. 51, 519 West Forty-fourth Street; 63, Third and Fourth Streets, east of First Avenue; 94, Amsterdam Avenue and Sixty-eighth Street; 110, Broome and Cannon Streets; 137, Grand, Essex, and Ludlow Streets; 171, 103d and 104th Streets, near Fifth Avenue; 177, Market and Monroe Streets.

Bronx—No. 37, 145th Street and Willis Avenue, for women and girls.

Brooklyn—For men and boys—No. 30, Conover and Sullivan Streets; No. 66, Osborne Street and Sutter Avenue; No. 117, Bushwick Avenue and Stagg Street, and No. 147, Bushwick Avenue and Siegel Street. For women and girls—No. 125, Blake and Thatford Avenues; No. 8, Hicks and Middagh Street, and No. 141, Leonard and McKibben Streets.

In order to provide for the proper supervision of games and athletic exercises of school children at the public school athletic fields, the Board of Education has authorized the appointment, on the recommendation of the Board of Superintendents, of one teacher for each field to act as supervisor, at \$3 per afternoon and \$5 on Saturday, and for one teacher to serve as assistant at \$2 per afternoon and \$3.50 each Saturday.

With the opening of its 154th year, Columbia University will put in operation a preceptual system of instruction somewhat similar to that established a few years ago at Princeton.

TWO GOLD MEDALS AT ST. LOUIS 1904 — GOLD MEDAL NEW ZEALAND 1907.



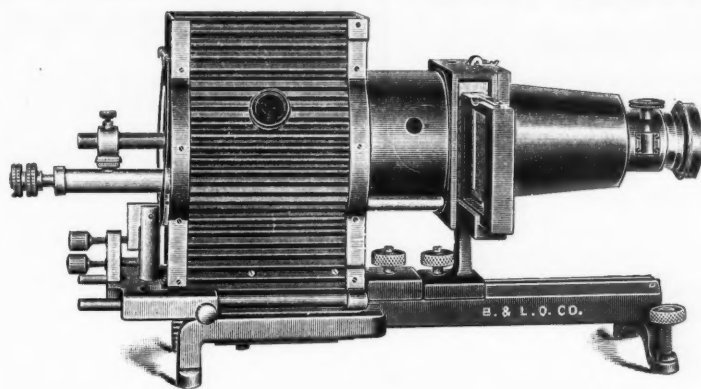
GET THE BEST — HIGHEST AWARDS AT INTERNATIONAL EXHIBITIONS

ELSON PICTURES
FOR
SCHOOL EXHIBITIONS
200 BEAUTIFUL LARGE PICTURES LOANED FREE

By these exhibitions you can easily raise a fund for pictures for your school walls, or Sunday School rooms without guarantee of any kind.

Send for catalogue p and full particulars free.

A.W. ELSON & CO. 146 OLIVER ST, BOSTON.



BAUSCH & LOMB

NEW SCHOOL PROJECTION LANTERN C.

Designed especially to meet the demand for a lower priced instrument than our Lantern D. Built on the same general plan it possesses many of the excellent features of that model.

It is simple, efficient, portable, stable and convertible. Can be used single or double with a dissolver. It is made for use with arc light or acetylene gas.

Can be equipped with opaque attachment and microscope so as to cover a wide range of projection work.

Price complete as shown above, \$50.00; with acetylene burner, \$45.00.

Send for descriptive circular.

"PRISM" IS A LITTLE MAGAZINE we publish monthly. Not a mere advertisement, but a beautifully made and printed little publication about that world of wonder and beauty seen by the lens. Send us your name and we will enter your subscription **FREE**.

Bausch & Lomb Optical Company, Rochester, New York
 New York Boston Washington Chicago San Francisco

Boys' Police Force.

Gen. George W. Wingate, founder of the Public Schools Athletic League, has devised a scheme under which the boys who are eligible for membership in the league shall elect their own policemen from the members of their classes.

These young men will patrol the athletic fields and the school grounds, preserve order, and, if any one of their mates becomes disorderly, place him under "arrest." According to the plan explained by General Wingate, the arrests will incapacitate the criminal from participating in any way in the games of the league, and will prevent him from entering any of the athletic fields.

General Wingate proposes that in each class six policemen shall be elected and that the police shall elect a Sergeant

for each class. The Sergeants in turn shall elect Captains, and the police force so established shall proceed to work under the direction of the Principals of the schools.

When a policeman finds it necessary to make an arrest he must report the fact to the Principal of the school, without whose approval no arrest can be made or punishment inflicted. The police, with the approval of any teacher present, may expel an offending school-boy from the athletic grounds.

General Wingate believes that his "school police" will teach the boys to govern themselves, and that by having a disciplinary force preserving order, the railroad companies may be induced to reduce the fares from the schools to the grounds or armories, where games are to be played.

School of Physical Education.

In response to repeated requests, the New York Normal School of Physical Education, 308 West Fifty-ninth Street, has decided to offer courses that can be taken after the usual school or college hours by men desirous of becoming teachers of physical training. The first evening course will begin on October 1. Substantially the same courses will be offered as are given in the regular day school. The evening courses will appeal particularly to medical students who would like to take up the profession in conjunction with their studies, to college men who want to carry along the course with their regular studies, and to high school boys and others anxious to improve their physical condition. Full particulars can be learned upon application at the school.

JOHNSON'S SERIES OF ENGLISH CLASSICS

Prepared under the supervision of W. P. TRENT, M.A., LL.D., and JOHN B. HENNEMAN, M.A., Ph.D.

Too many series of Classics assume that the student has access to other sources of information. As a matter of fact, the great majority of students are rarely able to consult a library. The Johnson Series has been prepared to meet the needs of this great majority.

Each volume contains, in addition to the text, a general introduction, giving a brief sketch of the author's life, a thoughtful estimate of his work and his position in literature, and a criticism of the text to be studied. Annotation—which, by the way, emphasizes literary and historical rather than philological points—is much fuller in the volumes designed for special study than in those designed for reading only.

BURKE: Speech on Conciliation with America. Edited by James M. Garnett, Ph. D., LL. D.

MACAULAY: Essays on Milton and Addison. Edited by C. Alphonso Smith, Ph. D.

GOLDSMITH: The Vicar of Wakefield. Edited by G. C. Edwards, M. A.

TENNYSON: The Princess. Edited by Charles W. Kent, M.A.

POPE: Homer's Iliad. Books I., VI., XXII. and XXIV. Edited by Francis E. Shoup and Isaac Ball, M. A.

COLERIDGE: The Ancient Mariner. Edited by Norman H. Pitman, A. M.

SHAKESPEARE: The Merchant of Venice. Edited by Robert Sharp, Ph. D.

Each volume is bound in flexible cloth :: :: :: :: Price per volume, 25 cents

B. F. JOHNSON PUBLISHING COMPANY, Richmond :: :: ATLANTA DALLAS

Two Successful Books on English

The Mother Tongue

(N. Y. State Edition)

By Kittredge and Arnold

Book I - For Grades 4, 5, and 6

Book II - For Grades 7 and 8

These two books offer in compact and scholarly form the requirements of the *Regents Elementary Syllabus* in language, grammar and composition. Teachers need search no further for the right material for their English work.

Gardiner, Kittredge and Arnold's Manual of Composition and Rhetoric

Some Opinions from New York Teachers:

"Practical as well as cultural."

"Will stand the severest test—that of the classroom."

"A skilful union of scholarship with practical effectiveness."

"The exercises are very rich and always suggestive."

Ginn & Company, Publishers

70 Fifth Avenue - - New York City

Composition in the Elementary School

By Joseph S. Taylor, Pd. D.

District Superintendent of Schools, New York City

This new book presents the science and art of composition in the elementary school. It analyzes composition as a mental process and as a form of art, in order, by such analysis, to relate the subject to other modes of expression, and to find the data necessary for the formulation of principles which govern the aim and method of teaching the art to children. 12mo. Cloth. \$1.00

By the same author

Art of Class Management and Discipline

The value of every principle and device suggested has been demonstrated. It is the only book treating, from a practical point of view, all the problems of government and management that confront the teacher. It shows how infinitely more than mere order *good discipline* is; what are the elements of effective control; how to secure all the ends of class government; and by what means the teacher may gradually secure self-government. 12mo. Cloth. \$1.00

A. S. Barnes & Company, New York City

School Furniture and Supplies



WE are the leading manufacturers of adjustable and stationary School Desks, Business College Desks, Teachers' Desks, Recitation Room and Auditorium seating and School Supplies of every description. Our prices are as low as is consistent with good goods. Write for catalogues and prices before you order elsewhere.

American Seating Company

19 W. 18th St. 90 Wabash Ave. 70 Franklin St.
NEW YORK CHICAGO BOSTON
1235 Arch St., PHILADELPHIA

1133 Broadway NEW YORK **POWERS & LYONS**

We are commercial text-book specialists :: :: ::

Our books are in use in the best schools :: :: ::

BEST COMMERCIAL TEXT-BOOKS

Faithful representation of actual business conditions :: :: ::

Pedagogical plan of presentation :: :: ::

POWERS & LYONS 378 Wabash Av. CHICAGO

In Memory of Mr. Guggenheimer.

The Board of Education adopted unanimously, and ordered spread upon its minutes, a resolution expressing its appreciation of the services and esteem for the character of the late Commissioner Guggenheimer. A portion of the resolution is here given.

"It is fitting for the Board of Education to record, as it does here, its high appreciation of a public servant of sterling character and of approved and fruitful ability, who gave the best that was in him to the work of improving and uplifting the schools and securing the widest distribution of their benefits. With his fellow-workers who were privileged to know him most closely he has left the enduring memory of a man who, to a rare resourcefulness and capability added a self-forgetting industry, and whose natural bearing of modest dignity was united with a courtesy ever kindly and unfailing, which not alone earned for the dead commissioner the esteem of his colleagues for an able and upright official, but tinged their feelings towards him, overpassing the boundaries of mere respect, with the unfading glow of personal affection."

Rod, or No Rod.

Commissioner Jonas startled some of his fellows at the recent Board meeting, by proposing that a committee be formed to investigate the effect that the prohibition of corporal punishment had had upon the discipline of the schools. Mr. Jonas' offering of the resolution was followed immediately by a motion to table it. The author of the resolution was allowed to state his reasons for proposing the investigation. He said that he did not wish to commit himself as either for or against this form of correction, but he believed that no fair-minded person could object to an unbiased examination of the effect of present methods as compared with those formerly

in vogue. The motion to table was lost.

In spite of this it is hardly probable that the rod will be restored to the revered place from which it was deposed a few years ago. However, an investigation of the discipline in the schools can do no harm.

Large Sum Asked for Buildings.

The Board of Education is making every possible effort to provide the buildings needed to house adequately the schools of the city. At its meeting on September 25 it voted to ask for \$9,876,850. Of this sum, \$6,403,000 is to be expended for work on elementary schools, plans and specifications for which are partially or wholly completed; \$1,775,000 is for the construction of new high of special schools or additions to same on sites now owned by the city, and the remaining \$1,698,850 is for the electrical and heating and ventilating contracts for buildings in course of construction.

The bulk of the \$9,000,000 requested will be expended in Brooklyn, which has over half of the children on part time in the entire city. It is proposed to use \$2,247,000 there in constructing buildings to provide 336 class-rooms, while in Manhattan \$1,465,000 will be spent for 220 class-rooms. In the Bronx, where there has been a marked increase in school attendance this year, 186 new rooms will be provided at a cost of \$1,209,000, while in Queens \$1,300,000 will be expended for new schools with a total of 200 class-rooms. But twenty-eight new class-rooms will be provided in Richmond at a cost of \$182,000.

For the Washington Irving High School \$600,000 was requested and \$400,000 was asked for the addition to Erasmus Hall High School; \$350,000 for an addition to the Boys' High School, both in Brooklyn, and \$200,000 for an addition to the Bryant High School, Long Island City. The sum of \$225,-

000 will be required for the Parenta School extension.

Extension Courses Begin.

Extension courses were resumed by Columbia University on September 30. Instruction is offered in architecture, science, literature, domestic art, domestic science, education (methods of teaching, supervision, psychology, etc.), fine arts, history, manual training, music, mathematics, philosophy, English, and modern languages. Collegiate work is given, open to both men and women, and the professional and technical courses are of especial interest to teachers and educational workers. Students fulfilling attendance and examination requirements may receive credit for work done in the majority of these courses.

A course of library economy is offered for the first time this year, and will be conducted by Miss Baldwin, the librarian of the Bryson Library. It will be valuable for those interested in library work and training.

The evening technical courses will be in session from October 28 on.

Festival Normal Course.

The Ethical Culture School, which has always made a special feature of school festivals, is to give a normal course in festival methods this winter. The course of thirty weekly lectures and seminars will be under the direction of the head of the festival department, Percival Chubb, who will give eight of the lectures which will be supplemented by others on music, art, and costume, by heads of departments in the schools, and by Miss Caroline Crawford, of Teachers' College, who will give six talks on dance, gesture, and movement.

The course will be given at the Ethical Culture School, Sixty-third Street and Central Park West, on Mondays at 3:45 P. M., beginning October 7, and the first session will be open free to all persons interested.

PRE-EMINENTLY THE TYPEWRITER FOR SCHOOLS

The New Fox Visible



THE typewriter that embodies every desirable feature for instruction purposes—Universal keyboard—single shift—writing entirely visible—interchangeable carriages—detachable platen—tabulator—two color ribbon—every feature that is considered desirable in a typewriter is found on the FOX.

Special attractive prices are made on machines used for instruction purposes.

Write for new catalog and the name of our nearest agent or branch office

FOX TYPEWRITER COMPANY

EXECUTIVE OFFICE AND FACTORY,

218 FRONT STREET,

GRAND RAPIDS, MICH.

Discipline in the Kindergarten.

A strong feature of kindergarten discipline, says Miss Jenny B. Merrill, Supervisor of Kindergartens in New York, in the *New York Post*, is its positive nature. In "The New Basis for Civilization" Professor Pattern claims, instead of trying to suppress vice, we should release virtue. This is the avowed method of the kindergarten, and the nagging "don't" which has spoiled many a child's life, is supplanted by the positive "do" which utilizes the child's natural activity and "releases virtue."

I may here mention the helpfulness encouraged in our kindergarten children, by permitting them to assist in taking care of the room, watering plants, placing chairs, giving out material, putting it away, fastening their own clothing, even putting on their own shoes.

We especially encourage little "house-wifely duties," not only in the kindergarten room, but also in the care of a large doll's house which is usually to be found as a central object of interest. One of the visitors at the recent convention of kindergartners in this city remarked, while visiting one of our kindergartens: "I never saw children so helpful." Another said: "You do not wait on the children. They are trained to do."

The kindergarten method of discipline is individual, yet social; active, yet passive; following, and yet leading. The kindergartner takes each and every child by the hand, looks into every eye, speaks individually to every child many times a day. Again, to secure unity, she gathers the children into the social circle and tells stories, shows pictures, sings songs. By well-chosen plays and games she finds ways to exercise every muscle, thus to develop the body, while the spirit is growing in harmony. By planting gardens, visiting our city parks, occasionally feeding a pet bird or bunny,

by watching the play of shadows and the clouds as they sail by, she leads the children to love Nature and her gentler ways. By building, drawing, modeling, in clay and sand, cutting, folding, and many kinds of work possible to little fingers, the children are gradually disciplined for work.

The significance of education by development is not fully understood in its application to conduct, and the gentle, progressive methods of kindergarten training are sometimes mistaken for weakness. For example, to be quickly obedient is a high ideal, and wise parents and kindergartners aim for it, but rather than enforce it thru false methods upon a young child, as by fear and intimidation, the kindergartner aims to reach this ideal gradually by indirect methods. Certain children are given freedom in the kindergarten that is not accorded to others who can readily control themselves, but the freedom is within certain limits and is narrowed little by little, until the wayward little one is found responding as quickly as one could wish. Thus good results have often been accomplished by a prudent "letting alone," until a feeling of the social whole of the kindergarten circle has been developed and the imitative instinct has had a chance to assert itself.

We'll all do this together

Just as we like to do

is a simple couplet which has accomplished wonders when introduced at the right moment.

Brooks Hall, the new dormitory of Barnard College, has been opened. The building is nine stories high, and harmonizes with that of the other Columbia University buildings. The dormitory contains single rooms and suites with private baths, besides many reception rooms, parlors, and studies for general use.

Here and There.

The Richmond Borough Association of Women Teachers gave a reception on Tuesday evening, October 1, at 8 o'clock, at the Woman's Club, St. George, to the teaching, supervising, and substituting forces of Staten Island.

For the sake of emphasizing the close relation of our American poetry to our American history, the directors of the Old South Work in Boston have published a special leaflet, which they term a "Longfellow Memorial," in which are brought together the noteworthy tributes paid to Longfellow at the meeting of the Massachusetts Historical Society following his death in 1882; together with some of the tributes at the meeting in February of the present year, the month of the centennial celebration. Longfellow, Emerson, Lowell, and Holmes were all members of the Historical Society, and all deeply interested in local as well as general history; and this is impressively shown in this memorial leaflet relating to Longfellow, as it was also shown in the meetings of the Historical Society following the deaths of the other poets. The leaflet will perform a distinct service in this centennial year.

Cannot Hold Teachers.

The *Herald*, of Binghamton, N. Y., offers a strong argument for higher salaries in the following statement.

As soon as one of our teachers shows marked or even average ability, she is offered a position at a better salary by some other school that recognizes ability and is willing to pay for it. That this actually does happen is shown by the fact that our high school starts in the session this fall with thirteen new teachers out of a total of twenty-six.

How can anything Happen to a Text-Book or Supplementary Reader

If Carefully Protected Outside

BY A

Holden Book Cover

Waterproof, Unfinished Leatherette.

Strong Enough to Last an Entire School Year. And

IF DAMAGES OCCURRING INSIDE

Are Repaired, Rebound and Mended by the

Holden Perfect Self Binders

Holden "T" Back Binder (New)

Holden Imported

Transparent Paper



Send for Dummy book showing how easily books with contents entirely Detached can be Rebound as strong as when new by our new "T" Back Binder.

Adopted by over 2,000 Cities and Towns Annually

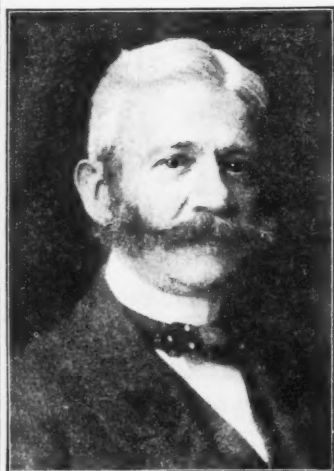
SAMPLES ON REQUEST

HOLDEN PATENT BOOK COVER CO.

G. W. HOLDEN, President

SPRINGFIELD, MASS.

M. C. HOLDEN, Secretary



A Little Fun.

When Moses Kept the Flocks.

The teacher of a Sunday-school class in Wilkes-Barre once put the following question to a new scholar:

"What did Moses do for a living while he was with Jethro?"

There was a long silence, during which the other members of the class took occasion to "size up" the newcomer. The latter, however, was undismayed. After due reflection, he answered:

"Please, ma'am, he married one of Jethro's daughters."—*Harper's Weekly*.

Used Up.

Tommy—Pop, a man's wife is his better half, isn't she?

Tommy's Pop—So we are told, my son.

Tommy—Then if a man marries twice there isn't anything left of him, is there?

—*Philadelphia Record*.

They Won't Be There.

Some people will be awfully disappointed if they get to heaven and can't find anything to find fault with.—*Chicago News*.

Real Chocolate.

A Mankato girl, who was visiting friends in the East, attended a little party one evening, in the course of which bonbons were passed by a negro waiter. The Mankato girl spied a nice plump chocolate on the plate which she started to take, but it seemed to adhere to the dish. Another pull failed to dislodge it, then the darky good-humoredly remarked: "Beg pardon, miss, but that's mah thumb."—*Jewell County (Kan.) Monitor*.

The Useful Wife.

"Does Jones think he's any better off since he got married?"

"Yes. He says he has someone to thread his needle now when he wants to sew on a button."—*Judge*.

Wanted Insurance.

Doctor—Now, what did your father and mother die of?

Applicant—Well, sir, I can't say as I do exactly remember; but 'twarn't nothing serious.—*Philadelphia Inquirer*.

On Life's Highway.

Sons of rich men leave behind them, As they zipp past those who drive,

Dust and odors to remind them

That it's lucky they're alive.

—*Exchange*.

Shameless Truth.

Drape me with a fig-leaf, said Prudery. Decorate me with epaulets, said Mediocrity.

Clothe me in the robes of righteousness, said Sin.

Deck me with the garments of innocence, said Vice.

Put sincerity's gown upon my shoulders, said Deceit.

Place the crown of fidelity on my brow, said Disloyalty.

Cover me with the draperies of love, said Lust.

Give me the staff of tolerance, said Persecution.

Adorn me with the cloak of liberty, said Tyranny.

Beautify me with the dress of duty, said Irresponsibility.

Garb me with the habiliments of humility, said Pride.

Then Truth said: Let me be naked and unashamed.—*Life*.

A DEFINITE AND CONSISTENT COURSE IN HISTORY AND CIVIL GOVERNMENT

Can best be secured by using the text-books here listed. Each of these books is a unit in itself, and also a part of a closely-articulated whole. Each is based on the principle that pupils should be stimulated to think, reason, analyze and discuss; not merely memorize and recite historical facts and stories

Tappan's American Hero Stories.	For Grade 5 or 6.....	\$0.55
Tappan's Our Country's Story.	For Grade 6 or 7.....	0.65
Tappan's England's Story.	For Grade 7, 8, or 9.....	0.85
Fiske's History of the United States.	For Grammar Grades...	1.00
Strong and Schafer's Government of the American People.	For Grade 8, 9, or 10.....	0.85
Larned's History of England.	For the High School.....	1.25
Larned's History of the United States.	For the High School...	1.40
Fiske's Civil Government.	For Advanced High School Use...	1.00
Holt's On the Civic Relations.	For College Use.....	1.75
Leacock's Elements of Political Science.	For College Use.....	1.75

Full information in regard to any of the above-named texts will be furnished by the publishers

HOUGHTON, MIFFLIN & COMPANY

BOSTON

NEW YORK

CHICAGO

Dustless Schoolroom Floors

When it is considered that circulating dust carries and spreads diseases such as Tuberculosis, Typhoid Fever, Asiatic Cholera, Erysipelas, Diphtheria, Yellow Fever, Pneumonia, and many others, the value of a floor dressing which will preclude circulation of dust in schoolrooms will be appreciated.

STANDARD FLOOR DRESSING



is laying the dust in schoolrooms and public buildings everywhere, and is giving great satisfaction. Exhaustive tests show that the amount of circulating dust is reduced eleven-twelfths wherever it is used.

Not only does Standard Floor Dressing prevent the circulation of dust but it also preserves the flooring and reduces to a minimum the amount of labor necessary to keep the floors clean. It saves its own cost many times over. Three or four applications a year give best results. Patented Standard Oil makes process of application easy and economical. Sold by the barrel and in cans of varying capacity by dealers generally.

We will apply Standard Floor Dressing, without charge, to the floor of one room or hall in any Hospital, School, or other public building, to demonstrate that all we claim for it is true. Standard Floor Dressing is not intended for use on varnished, waxed or polished floors or for use in private houses.

Testimonials and interesting reports from medical authorities on "Dust and its Dangers" furnished upon request.

Standard Oil
Company
(Incorporated)



Teachers' Agencies.

THE BREWER TEACHERS' AGENCY
ESTABLISHED 22 YEARS
POSITIONS FILLED, 7,500
1302 AUDITORIUM BUILDING
CHICAGO

Kellogg's Agency 31 Union Sq., New York
Eighteenth year, same manager. Supplies superior teachers for all kinds of positions all year 'round. Quick, efficient service. Write or telegraph.

AN AGENCY of vacancies and tells you about them and recommends you that is more. Ours **THAT RECOMMENDS** is valuable in proportion to its influence. If it merely hears is something, but if it is asked to recommend a teacher

The School Bulletin Agency, C. W. Bardeen, Syracuse, N. Y.

The Albert Teachers' Agency C. J. Albert, Manager
378 Wabash Ave., Chicago, Ill.
Large clientele, result of twenty-two years' experience. Positions filled in 25 State Universities, in 90 per cent. of all the Colleges, 300 in State Normal Schools, over 5000 in secondary and public schools. Get in line now for September vacancies. Year Book free.

B. F. CLARK CHICAGO, 17 E. VAN BUREN ST. 17TH YEAR
THE CLARK TEACHERS' AGENCIES
NEW YORK, 156 FIFTH AVE. BOISE, IDAHO

THE FISK TEACHERS' AGENCIES 4 Ashburton Place Boston : Mass.
New York, 156 Fifth Avenue
Washington, 1805 Penn. Ave.
Chicago, 203 Michigan Ave.
Minneapolis, 414 Century Bldg.
Denver, 405 Cooper Building
Spokane, 314 Rookery Block
Portland, Ore., 1290 Williams Ave
Berkeley, Cal., 415 Studio Bldg.
Los Angeles, 226 Douglas Bldg.

SCHERMERHORN 353 Fifth Avenue
Corner 34th Street
TEACHERS' AGENCY Tel. 3688 Madison Square
Oldest and best
Known in United States
Established 1855

ALBANY TEACHERS' AGENCY
Has good positions for good teachers with good records.
Send for circulars
HARLAN P. FRENCH, 81 Chapel St., Albany, N. Y.

FISHER TEACHERS' AGENCY
A. G. FISHER, Prop.
Excellent facilities for placing teachers in every part of the U.S.
SEND FOR MANUAL.
120 Tremont St., Boston, Mass.

CALIFORNIA TEACHERS' AGENCY
One Fee for Two Offices
LOS ANGELES BERKELEY
The Great Agency of the West. Established 1889. Normal and College graduates wanted

ESPERANTO, The new universal language, may be learned by any one who knows English. Send for our new book.

ESPERANTO IN TWENTY LESSONS. PRICE 50 CENTS

"What a pleasure to study a language which contains not one irregular verb. Based as it is upon the common elements of English, French, Spanish and Italian, naturally its vocabulary will be grasped by members of those races as well as by all others who are familiar with Latin." "A comprehensive work."—The Evening Wisconsin

A. S. BARNES & COMPANY, NEW YORK

WE ARE MORE THAN PLEASED WITH THEM

This was said of

ESTERBROOK'S PENS



SLANT, MODIFIED SLANT, VERTICAL

THE SPECIAL REASON, THEIR EASY WRITING QUALITIES

Ask Stationer

THE ESTERBROOK STEEL PEN MFG. CO. 26 JOHN STREET, NEW YORK
WORKS: CAMDEN N.J.

Olives and Olive Oil.

ITALIAN METHOD OF CULTIVATION AND MANUFACTURE.

The following report on the cultivation of olives and their conversion into oil, in Italy, is furnished by Special Agent Arthur B. Butman, of the U. S. Consular service:

The cultivation of the olive is a very important agricultural industry in Italy. It is estimated that fully 2,000,000 acres of land are at the present time devoted to this purpose, while the annual average yield of oil is 75,000,000 gallons. Italy is the largest olive-oil producing country. Spain ranks second, and France third. The largest quantity is produced in the Neapolitan provinces on the island of Sicily, tho the quality is much inferior to that of the Tuscan district, which is known as Lucca oil.

GROWTH AND LIFE OF TREES.

The olive tree is of slow growth and long life (estimated from one hundred to one hundred and fifty years), and demands a warm climate, either excessive heat or cold being alike injurious. The lowest temperature which may be borne by the tree is 14° F. Better results—I refer to cases where the fruit is grown for its oil, not for pickling—are obtained in a hilly country with a medium soil, neither too moist nor too rich, and at a moderate elevation. In some portions of Italy one notes the olive trees planted in rows widely separated, with the intervening spaces devoted to vines; but those who have intimate knowledge of olive culture assert that the trees should be grown by themselves. This latter method obtains very generally thruout the district of Tuscany, where the finest quality of oil is produced. The olive groves of this district are usually on terraced hillsides, and the greatest care is given to their husbandry. The trees are pruned every second year and enriched every third year. Pruning is done during the months of February and March, and between April and June the groves are in flower. The fruit begins to ripen during the latter part of November, and its harvesting continues from that time on until about the first of March—that is, in favorable years, when the crops are large.

The fruit is both picked from the tree by hand and gathered from the ground as it gradually ripens and falls, the former method insuring, of course, a more rapid harvest, and also doing away with the great danger of unsound fruit, which is one reason for inferior oil. It is estimated that the yield of oil for the best variety of olives is about eighteen per cent. of their given weight, or about one and one-half gallons per tree, in a favorable season.

MANUFACTURE OF OIL.

The olives are taken to the mill immediately after being gathered and are pressed within twenty-four hours. The fruit is crushed entire (both pulp and stones) until reduced to the consistency of paste. This substance is then placed

Rest and Health for Mother and Child.

Mrs. Winslow's Soothing Syrup has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS FOR THEIR CHILDREN WHILE TEETHING WITH PERFECT SUCCESS. IT SOOTHES THE CHILD, SOFTENS THE GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHEA. Sold by druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup." And take no other kind. Twenty-five cents a bottle.

UNIVERSITY SCHOOL OF PEDAGOGY

N. Y. University Washington Square
NEW YORK CITY

A professional school for the advanced study of education. Offers 39 courses in History of Education; Philosophy of Education; Ethics; History of Philosophy; Psychology; Sociology; Principles of Method; Special Method; Physical Education; Methods in Art Education; and Problems of Secondary Education.

FALL TERM OPENS SEPT. 28

Bulletin describing courses sent on application,
THOMAS M. BALLIET, DEAN

EIMER & AMEND

205-211 Third Ave., New York

Manufacturers and Importers of

Chemicals, Chemical Apparatus,
Physical Apparatus, Scientific Instruments.

Everything needed in the Laboratory.
Glass blowing done on the premises.
Metalware Manufacturing Department in the House.

CLASS PINS AND BADGES

For Society or Lodge—College or School.

Factory to you. Made to order in any style or material. Read this offer. Either of the two styles here illustrated, enameled in one or two colors and showing any letters or numerals, but not more than

shown in illustration.
Silver Plate, \$1.00 doz. Sample 10c.
Sterling Silver, \$2.50 doz. Sample 25c.

FREE—our new and handsomely illustrated catalogue—shows new styles in GOLD AND SILVER. Satisfaction guaranteed. Celluloid Buttons and Ribbon Badges at right prices. Special designs and estimates free.

BASTIAN BROS. CO., 116 South Ave., Rochester, N. Y.

HOW TO TEACH PHONICS

By N. A. CALKINS

Late Asst.-Supt. of Schools, N. Y.

The phonic method of teaching reading is now generally used. A number of different systems are based upon it. With the aid of this book the teachers of ungraded schools can introduce the better method and greatly improve the results of their work.

16mo Cloth 50 cents

A. S. BARNES & CO., N. Y.

in flat, circular receptacles, a sort of bag made from rushes and tied and placed under the press. Cold water is then poured over the bags to facilitate the flow of oil, which passes into a receiving vessel and is gradually skimmed off the water into a second receptacle, where it is allowed to settle before being transferred to the oil store or terra-cotta jar in which the oil is preserved in the country districts. The oil resulting from the first pressing is known as "virgin oil," and is, of course, the finest in quality. The second pressing, which must be performed immediately to avoid fermentation, is carried out in practically the same manner, hot water being used for pouring over the paste before pressing. Oil thus extracted, tho lacking body, may still be of fair quality. The residue after these two pressings will still contain a certain amount of oil, which is fit, however, only for industrial uses. After all the oil possible has been extracted the residue is formed into cakes and used for fuel with satisfactory results.

Pure olive oil is not refined, as many are led to believe, but filtered. Even the finest quality (the oil yielded by the first pressing) contains small particles of fruit and a certain amount of water.

Olive oil is easily tainted, being susceptible to any odor. Absolute cleanliness of all appliances is a necessity. No olive oils improve with age, tho the fine quality of oil will, it is claimed, retain its freshness and good flavor for two years. Bottled oil is naturally much more certain to retain its good qualities thru course of time than that exported in cans and casks.

Drexel Institute.

The Drexel Institute, of Philadelphia, from the broad field of its work and the practical results of its instruction has gained a national reputation.

It teaches architecture, science and technology, commerce and finance, domestic science and arts, including courses in household economics, dressmaking and millinery. There is also a library school course for the training of professional librarians and a special course in English language and literature.

In addition to the classes which are open to the students of all departments, there are special courses for young women in physical training and evening courses in all the departments of the institute for the benefit of those who work during the day.

4th Edition—100th Thousand
Within 25 Days After Publication

The Shepherd of the Hills

A Novel by Harold Bell Wright
author of

"That Printer of Udell's"
Now Selling in 65th Thousand



A spell-binding story of love, mystery, heroic daring and moral courage. It will stir the warm blood of any true-hearted man or woman who reads it. A fascinating, realistic story of the Ozark regions of Southern Missouri. Helpful, strengthening and uplifting.

A Wholesome Book.

Dr. Parker Stockdale says

"If you can read it without the tears your heart is hard, and if you do not laugh at times, humor plays a small part in the drama of your life."

352 pages. 8 Illustrations by Weddell.
12mo. Cloth, \$1.50.

For Sale Wherever
Books are Sold

BOOK CATALOG FREE

A Guide for Book Buyers.
576 pages. Size, 8 1/2 x 10 1/2.
Write us for it today.

Our mammoth catalog advertises over 25,000 books of all publishers. Every book carried in stock. Orders filled promptly. Great reductions. Big savings. Catalog sent, postage prepaid, free on request. A quarter million buyers testify to the advantages we offer. Every purchaser a satisfied customer. We want your orders. Our prices are convincing. Unequaled service for handling Public, Private and School Library orders.

The Book Supply Company

Established 1895 E. W. Reynolds, Secy. and Treas.
Incorporated 1899
266-268 Wabash Ave., Chicago, Ill.
Largest Sellers of Books by Mail in the World.
We will not honor requests for catalog from any cities like New York, Chicago, Philadelphia, Boston, etc.

WHAT SHALL I RECITE?

Teachers who have to answer this question many times before every holiday celebration can find the solution in

DAYS AND DEEDS

A Compilation of Verse for Children's Reading and Speaking
Compiled by BURTON E. and ELIZABETH B. STEVENSON

Cloth, \$1.00 net. Postpaid, \$1.10. Special Library Binding, \$1.50 net. Postpaid, \$1.60.

THE BAKER & TAYLOR CO., 33-37 East 17th Street, New York



RELIEF MAPS SYSTEMATIC COLLECTIONS
Mineralogy, Geology, Zoology for
Schools of all grades, in all subjects, etc.

The WASHINGTON SCHOOL COLLECTION put up in strong cloth-covered cases, and accompanied with model textbooks, are easily in every respect the best and cheapest low-priced collection in the market. 40 Minerals in good cases, for \$2.00. 40 rocks with duplicate fragments, for \$2.00. 21 types of invertebrates, for \$3.50. Send for circulars.

EDWIN E. HOWELL, 612 17th St., N. W., Washington, D. C.

Commissioner HARRIS says: "Every school in the United States in my opinion, should have these collections."

Hood's Sarsaparilla

Has surpassed all other medicines, in merit, sales and cures.

Its success, great as it has been, has apparently only just begun.

It has received by actual count more than 40,000 testimonials in two years.

It purifies the blood, cures all blood diseases, all humors and all eruptions.

It strengthens the stomach, creates an appetite and builds up the whole system.

It cures that tired feeling and makes the weak strong.

In usual liquid form or in chocolate tablets known as **Sarsatabs**. 100 doses \$1.

The Todd Adjustable Hand Loom



Send for descriptive circulars of looms and weaving materials and booklet "How to Make Hammocks and Bags."

TODD & TODD,

Inventors and Manufacturers

715 Washington Ave. South, Minneapolis, Minn.



Manual Training

Benches, Tools,
Drawing Tables, etc.

Get the **Bemis Standard**. Catalogue free

A. L. Bemis

Worcester. - Mass.

At Haverford, Pennsylvania.

The Haverford School, near Haverford Station, Pa., is erecting new dormitories which will be ready for occupancy at the opening of school in the fall. This magnificent structure will increase materially the equipment of this already well-equipped institution. The students' rooms thruout are large and sunny. In common with the other buildings on the campus they are to be heated by steam and lighted by electricity, consistent with the attention paid to sanitation by the managers of the school.

Charles E. Smith's "Practical Course in Touch Typewriting" (Isaac Pitman & Sons, New York), has been adopted by the high schools of Paterson, N. J., Newark, N. J., Lincoln, Neb., East Providence, R. I., Plymouth, Mass., Simmons College, Boston, Mass.

Parents, Teachers, Scholars Testify.

Murine Eye Remedy affords Reliable Relief for Eyes that Need Care. Prevents many forms the necessity of Wearing Glasses. Aids Those who must Wear Glasses. An Eye Tonic Compounded by Oculists, hence Strictly Professional. Ask Your Druggist for a Package and Our 48-Page Book. "A, B, C Eye Care."

Harold Bell Wright is a name not yet widely known among the writers of our country. It does not seem possible that this state of affairs can last long. Two such books as "That Printer of Udell's" and "The Shepherd of the Hills" will inevitably draw attention of the reading public to their author. Mr. Wright's parents came from Puritan New England stock on the one side and from French protestants descent on the other. From his early childhood he had two passionate loves—his mother and nature. It was his mother who guided his hand when first he attempted to paint, his mother that shared with him his appreciation of nature, between them was an intimacy as beautiful as it is unusual. Before he was ten his mother died. The second decade of his life was hard to bear. Struggling against poverty, misunderstanding, and without the friendly sympathy of his mother, he finally won his way to college. After his college course he went to Missouri and there among the Ozark mountains he has since lived his life and preached his gospel. It is from these surroundings that the characters of his works are principally drawn and from these hills we must believe that much of his inspiration and strength come.

Itching Rash Spread

Lasted for Years—Finally Reached Even Face—Specialists Could Not Stop It
—A Good Example of

CUTICURA'S GREAT SUCCESS

"When my daughter was a baby she had a breaking out behind the ears. The doctor said she would outgrow it. It did get somewhat better until she was about fifteen years old, and after that we could get nothing that would drive it away. She was always applying something in the way of salves. It troubled her behind the knees, opposite the elbows, back of the neck and ears, under the chin, and then it got on the face. That was about three years ago. She took treatment with a specialist and seemed to get worse all the time. We were then advised to try the Cuticura Remedies, and now I don't see any breaking out, and we are well pleased with the results. M. Curley, 11-19 Sixteenth St., Bay City, Mich., May 20, '06."



Send for Catalog
WILLIAM R. JENKINS CO.
831-833 SIXTH AVE., NEW YORK
N. W. Cor. 48th St. No Branch Stores
FRENCH
and other foreign
BOOKS
We publish the Bercy, Duquet, Sauveur and other well-known methods.

THE FIRST STEP away from self-respect is lack of care in personal cleanliness: the first move in building up a proper pride in man, woman, or child, is a visit to the Bathtub. You can't be healthy, or pretty, or even good, unless you are clean. Use **HAND SAPOLIO**. It pleases everyone.